

Distributed Leadership In Scottish Primary Schools: Myth or Actualities?

Appendix

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Appendix 1:
360° Analysis Questionnaire Materials

360° Feedback Questionnaire

Procedures

What is a 360° Feedback Questionnaire?

360° feedback is a technique used by many organisations to gather information from a variety of stakeholders about the performance of an organisation. The technique is called '360°' because information is gathered from all quarters in an organisation in order to provide a rounded picture of performance. As you are aware, in the SQH programme, 360° feedback is used to support the development and assessment of a participant's personal qualities and interpersonal skills. The focus for this piece of research, however, is to explore distributed leadership within school contexts. This will provide me with valuable material for my PhD study. Ideally, this should not be a one way process and you should feel that the school has also derived benefit from participation in the study. In that way, it should also be an opportunity for you to gain quality feedback from those you work with about their perspectives of distributed leadership within your school. Potentially, this provides a valuable opportunity for staff reflection, school self-evaluation and ultimately, a potential focus for school improvement.

What is in the Pack of Materials?

You have kindly agreed for your school to participate in this study. You will remember from your own experience of conducting 360° analysis during Courses 1 and 5 of the SQH programme that the administration of the process is key to its success. The process for this study is much the same, albeit the numbers of respondents is larger. Your support with ensuring the careful administration of the process for this study is very much appreciated.

You are provided with a package of materials consisting of:

- 1 copy of the *360° Feedback Questionnaire Procedures* handout;
- 2 copies of form 360 / 1, the *Distribution Record* (one for your own reference and one to send to the SQH Unit);
- Multiple copies of the letter of introduction (one copy for each member of staff);
- Multiple copies of form 360 / 2, the *Notes for Respondents* (one copy for each member of staff);

- Multiple copies of form 360 / 3, the *Questionnaire* (one copy for each member of staff); and
- Multiple copies of the reply paid envelopes addressed to the SQH Unit (one copy for each member of staff).

Before distribution, please complete form 360 / 1, the *Distribution Record*, keeping one for your own reference and sending one copy to the SQH Unit. Then, please distribute the letter of introduction, form 360 / 2, 360 / 3 and a reply paid envelope to each member of staff in your school. In due course, these will be collated in the SQH Unit and then a collated summary of responses returned to you.

Who should be involved?

The purpose of this questionnaire is to provide quality feedback about distributed leadership within your school. As such, it is important that the questionnaire is completed by all/sufficient staff [including all members of SMT, all teachers, support staff directly involved in supporting pupil learning, plus School Secretary, Business Manager, and if appropriate the 'Janitor'].

How should I prepare my staff for their involvement?

You will recall from your previous experience of eliciting 360° analysis feedback that preparing colleagues is very important. The suggested process to follow for this study is:

- a) Discuss the focus for the study at a staff meeting, explaining that it has a dual purpose – to explore distributed leadership within school contexts providing valuable material for a PhD study; and, for the school to gain quality feedback about staff perspectives of distributed leadership providing a valuable opportunity for staff reflection, school self-evaluation and ultimately, a potential focus for school improvement.
- b) Ask staff if they would be willing to be involved. Explain that responses will be collated through the SQH Unit and as such, that an individual's identity will be protected. Also that the use of information gathered will follow strict ethical guidelines.
- c) Please make clear to colleagues that the interest for this study is in their experiences and perspectives - their professional and candid reflections.

- d) Circulate copies of the form 360/2 *Notes for Respondents* and form 360/3 *the Questionnaire*, together with the reply paid envelopes enclosed and ask colleagues to adhere to the date for the return of the questionnaire.

What happens after my staff have returned their questionnaires?

You will recall the need for 'perspective' when reading the collated summary of responses to a 360° analysis. You will also recall the need to approach this with the resolve to utilise any key messages constructively, in order to derive any benefit from the process.

Once you have received the collated responses from the SQH Unit, take some time to reflect upon them, by exploring what these findings mean to you – Was the feedback what you expected? Were there any items you disagreed with? Were there some surprises? How do you feel about the comments, both positive and negative? How might you use this feedback constructively to support your school's self-evaluation and possibly to provide a focus for school improvement? It will be important to recognise the complex area that distributed leadership is and the challenges it presents to all schools.

We will have the opportunity to discuss your reflections on the collated summary of responses in the fullness of time. I would suggest that you wait until after that point before sharing the collated responses with the wider staff.

360° Feedback Distribution Record

Headteacher: _____

School: _____

Local Authority: _____

School Roll: _____

	Insert No. of forms distributed
Total number of forms distributed	
No. of forms distributed to Headteacher and Depute Headteachers	
No. of forms distributed to Principal Teachers	
No. of forms distributed to Teachers	
No. of forms distributed to Support Staff directly involved in supporting pupil learning	
No. of forms distributed to Non-Teaching Support Staff – School Secretary, Business Manager, School Janitor	

Notes

For the sample for this study, only those non-teaching support staff members with the title (or equivalent title) of School Secretary, Business Manager and School Janitor are included. This is in recognition of the usual lines of management within schools. Where more than one Secretary or Janitor are employed in the school, the person with the 'lead role' would ideally participate in the study.

360° feedback is a technique used by many organisations to gather information from a variety of stakeholders about the performance of an organisation. The technique is called ‘360°’ because information is gathered from all quarters in an organisation in order to provide a rounded picture of performance. The focus for this piece of research, is to explore distributed leadership within school contexts. This will provide valuable material for a PhD study which I am currently undertaking. This should not, however, be a one way process and ideally the school should derive benefit from participation in the study. As such, it should be an opportunity to gain quality feedback about the perspectives of staff in relation to distributed leadership within your school. Potentially, this provides a valuable opportunity for staff reflection, school self-evaluation and ultimately, a potential focus for school improvement. In this way, the information you provide will be useful both to this PhD study and to your own school.

Each participant’s responses will be collated through the SQH Unit to provide an overview school response and as such, each individual’s identity will be protected. The use of information gathered will follow strict ethical guidelines. The identity of any individual or school will not be disclosed, either within the PhD study itself or in any subsequent publications arising from it.

You will see that the 360° questionnaire has a clear structure to it. Guidance on the completion of this 360° analysis is provided for each section. For items 1 - 22, please indicate the response which most closely matches your experience by circling the relevant number. You may add a comment underneath each statement to illustrate your response. Such illustrations can be helpful to provide a context for your response. However, you do not need to provide a comment for each statement. Please refer to the example below:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
10. In this school, the staff regularly suggest ideas for improving what happens in the school.	5	4	3	2	1
	* You circle the number with the closest match to your experience of the statement on the left.				
Comment: * This is where you add a comment to reflect on your experience of working in this school and to provide the context for the number you have circled.					

When you have completed the questionnaire please return it in the prepaid envelope provided to:

The SQH Unit, St. John's Land, Moray House School of Education, The University of Edinburgh, Holyrood Road, Edinburgh, EH8 8AQ,
 as soon as possible and **by 11/06/10** at the latest.

All questionnaires will be collated by typing onto a summary sheet. There will be no identification of individual responses. Questionnaires will then be shredded in the SQH Unit.

Appendix 1b: Letter of Introduction for Staff

Dear colleague,

Research on Leadership within Primary Schools.

I am currently undertaking a PhD study at the University of Edinburgh to explore educational leadership within primary schools. A key aim of this study is to build a picture of staff experiences and perspectives of leadership, particularly in relation to distributed leadership. It is your professional and candid reflections which I am interested in gathering, through this questionnaire. Although distributed leadership is emphasised in national policies, very little is actually known about its practice in schools. As such, it is hoped that this study will make a small contribution to knowledge in this area.

The purpose of this questionnaire is to gather the views and experiences of staff about leadership practices. It is important to gather the views of a large number of staff so that the picture which emerges is an accurate reflection of leadership practices in your school. I would therefore be very grateful if you could complete the enclosed questionnaire. The questionnaire consists of 27 items and is designed to be relatively quick to complete. At the end of the questionnaire, it would be helpful if you could indicate how long it took you to complete.

The questions are designed to obtain a range of views to form the basis of a discussion with your headteacher. That discussion has a dual purpose. For this research, it will provide the opportunity for me to explore further with your headteacher the leadership practices within your school. For the school itself, it may be used as the basis for future planning, by using the collated feedback as a valuable opportunity for staff reflection, school self-evaluation and ultimately, a potential focus for school improvement.

The questionnaire responses will be collated through the SQH Unit at Moray House and as such, each individual's identity will be protected. Information gathered will follow strict ethical guidelines and as such, any information you provide will be used anonymously. Care will be taken to ensure that individual schools are not identifiable in any way. A summary of your school's responses will be sent to and discussed with your headteacher.

It would be extremely helpful if you could return your response by Friday 11th June at the latest. If you have any questions or would like to discuss any aspect of this questionnaire or the research of which it is part, please contact me at the email address or phone number detailed below.

Yours sincerely,

Deirdre Torrance

Director of the Masters in Educational Leadership and Management
deirdre.torrance@ed.ac.uk

360° Analysis of Distributed Leadership Within Scottish Schools

Form 360/3

Your Name: **Your School:****Your Position within the School:**

Guidance on the completion of this 360° analysis is provided for each section. For items 1 - 22, please indicate the response which most closely matches your experience by circling the relevant number. You may add a comment underneath each statement to illustrate your response. Such illustrations can be helpful to provide a context for your response. However, you do not need to provide a comment for each statement. Please return the questionnaire to the SQH Unit, using the pre-paid envelope provided.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1. In this school, there is a sense of shared leadership among staff.	5	4	3	2	1
Comment:					
2. In this school, all staff are willing to take on a leadership role.	5	4	3	2	1
Comment:					
3. In this school, staff are well supported when they do take on a leadership role.	5	4	3	2	1
Comment:					
4. In this school, staff are empowered when they do take on a leadership role.	5	4	3	2	1
Comment:					
5. In this school, there are clear benefits from having more than one leader.	5	4	3	2	1
Comment:					

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
6. In this school, staff in a variety of roles have a leadership position (e.g. leading a working group).	5	4	3	2	1
Comment:					
7. In this school, leaders do not necessarily have an officially designated title.	5	4	3	2	1
Comment:					
8. In this school, staff at any stage in their career assume leadership roles.	5	4	3	2	1
Comment:					
9. In this school, staff share responsibility for improving the school.	5	4	3	2	1
Comment:					
10. In this school, staff regularly suggest ideas for improving what happens in the school.	5	4	3	2	1
Comment:					
11. In this school, staff regularly propose and implement new ways of doing things across the school.	5	4	3	2	1
Comment:					
12. In this school, when staff propose new ways of doing things, those ideas are then implemented.	5	4	3	2	1
Comment:					

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
13. In this school, staff use their initiative to intervene when they feel this is necessary.	5	4	3	2	1
Comment:					
14. In this school, staff are supported when they have used their initiative to intervene, even when the outcome proves problematic.	5	4	3	2	1
Comment:					
15. In this school, there is a shared sense of accountability for what goes well and for what goes wrong.	5	4	3	2	1
Comment:					
16. In this school, the staff play an active role in committees and groups charged with making important decisions.	5	4	3	2	1
Comment:					
17. In this school, staff are actively engaged in decision making processes.	5	4	3	2	1
Comment:					
18. In this school, staff question established rules, procedures and practices.	5	4	3	2	1
Comment:					
19. In this school, staff critically evaluate school policy.	5	4	3	2	1
Comment:					

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
20. In this school, staff consult effectively with each other on new initiatives.	5	4	3	2	1
Comment:					
21. In this school, staff communicate with each other effectively.	5	4	3	2	1
Comment:					
22. In this school, staff regularly approach colleagues for advice and support and are confident that they will be given appropriate advice and support.	5	4	3	2	1
Comment:					

23. For the next item, please identify by name any and all colleagues whom you regularly approach for advice and support. Please also indicate with a tick, the nature of the advice and support sought. Do use the other side of this form if you require more space. On the diagrams developed from responses to this item, individuals will not be named. Instead, individuals will be represented using numbers and colour coding.

Please tick to indicate the nature of advice and/or support sought						
Name of Colleague	Curricular Matters	Teaching, Learning and/or Assessment Matters	Pupil Care, Welfare and/or Pastoral Concerns	Personal Concerns	Current Role and/or Career Development Matters	Other

*For item 24a, if the answer to the first part is 'yes', please answer the following question.
For item 25 and 26, please complete each sentence to provide relevant illustrations of leadership and management.
For item 27a, if the answer to the first part is 'yes', please answer the remaining questions.*

24a. In this school, do staff perceive a clear distinction between leadership roles and management responsibilities? Please circle: Yes or No

24b. If so, what is that distinction? _____

25. In this school, 'leadership' includes for example: _____

26. In this school, 'management' includes for example: _____

27a. In this school, do you play a leadership role? Please circle: Yes or No

27b. If yes, what is that role? _____

27c. How did you become involved in that role? _____

27d. What, if any, impact does that leadership role have on the school? _____

Thank you for taking time to complete this analysis. Please return the questionnaire to the SQH Unit, using the pre-paid envelope provided by 11/06/10 at the latest. It would be helpful if you could indicate how long it took you to complete this questionnaire: _____ minutes

Appendix 2:
Case Study 1 Data

Appendix 2a: Case Study 1

Second Interview Vignettes

Second Interview Vignette (i)

And it's only once ... I felt confident in my own ability and I had a handle on everything that I could feel confident that I could distribute things out. By the time I'd been there a year, I think I'd distributed quite a lot... I felt good about it. I felt that I was still in control.

Second Interview Vignette (ii)

I have a worry, is that if I moved school tomorrow, would it continue? I think for some people they're changed so, and I've positively influenced them and they would continue to work in the way, that I've encouraged them to work 'cos they see the benefits. There are a few members of staff who, work in a way that they've been encouraged to work, to please me, right, and because that's what their friends are doing. They might revert back to old habits but there has definitely been a positive influence on more than just the three initial members of staff who came forward. Em, but I don't think everybody would continue to work in that way if I left tomorrow. If the other Head came in with the same philosophy yeh, there would be no problem but if there was a different style, I think some of them would revert back to old ways, which is sad.

Second Interview Vignette (iii)

And that's the bit about it's planned for, it's not a random act. You know. I don't have it written down on a bit of paper but I know up here, how it, and that's back to my own CPD, that I know what it needs to look like.

Second Interview Vignette (iv)

I think an awful lot of it is to do with me being really, really clear about values. It's about exemplifying it in everything I do. There's a huge amount to do with your interpersonal skills and qualities. I've often debated and I've had long discussions with [EO's name] about this, about charismatic leadership 'cos I think there's an element of that in me. And, people buy in to what I do and they come with me on it. And I think a lot of it has been that because, the thing I'm really really clear about in whatever school I work in is that for me, the single most important thing is the experience that the children get in the school and schools argue about teachers' rights and there no about headteachers' rights or headteachers' workload or teachers' workload, they're about children and we need to get it right for them and I give that message all the time and, I don't think there's a teacher out there that wouldn't agree with that but they sometimes get caught up in teachers' rights and other things and because I keep that really much at the forefront, that they begin to re-engage with that philosophy and they forget their wee niggles about how long that report takes to write or whatever. And I think that's made a big difference. That is not a conscious effort on my part to do that because that's just what I believe. But I do think it makes a difference and it brings people on board quickly because they thing, 'oh yeh, that's why, that's why I went into teaching in the first place'. So you

tend to get more good will off people when you clarify what they come, why they're a teacher. They tend to give a bit more when they re-engage and they think 'oh yeh, this is about children, it's not about me, it's about children'. So I think that is the bit that I've done, that has made a difference.

Second Interview Vignette (v)

What I was always, always, at pains to say to anybody who would listen, about 'yeh, I'm the headteacher but it isn't down to me, it's down to all of us'. And it was genuinely all of us pulling together... And ultimately, I still had the responsibility to do an awful lot of it. And I needed to be quite high profile in what I did so they could see all the bits I was doing 'cos it was important they didn't think, 'oh, she's got us doing x, y and z, and what exactly does she do'. And that was important, that I had to be high profile about what I did as well.

Second Interview Vignette (vi)

I wouldn't say it lessens your workload. You're not physically doing it all yourself. But you still have a coach mentor role that you have to play with these members of staff. Sometimes it's purely coaching but sometimes they do need a mentoring role. ... So they did need my input, just to give a supportive layer underneath what they were doing. Em, and like anybody, they still need me to be checking in and saying, 'well done, that's great' or you know, 'can I do anything to help'. And for me, that's just all the interpersonal stuff that either makes it or breaks it and for me, it made it. So, it didn't lessen my workload but what it did do is it made the impact of the school improvement plan greater. So, it maybe made me look good. Because the impact was very, was very strong. I hadn't officially led the group but it had made a significant difference to learning and teaching within the school. I'd supported it, I'd encouraged it, I'd but I'd given them ownership. And ultimately, that reflects back on me as the leader of the school.

Second Interview Vignette (vii)

So, we did our annual audit which the whole staff is involved in. Again, that was, 'yawn, yawn, what a waste of an in-service day'. But, and that was when they saw the agenda. But when they actually did it in practice, we then and again, it's about everybody's got that responsibility. So we did, well, it's basic, but we got photocopies of the quality indicators, the level 5 indicators and highlighter pens and they worked in little groups, taking each statement within the QI that they were given and highlighted if it was something that we did really, really well, underlined it if it was alright and if it was blank, we really needed to work on it. So, instead of going 3, 5 or whatever, they actually engaged in the process and spoke about what that looked like in our school. And at that point, one of the Qis they had to look at was leadership. And through the, and it was small group at this point, but through the discussion, they realised that their perception of leadership was senior management within the school and they didn't necessarily view themselves as leaders within their classrooms, leaders within their departments and certainly not leaders within the school. So, em, and that theme came throughout the audit, for example if there was the learning and teaching one to do with resources, the initial response would be, 'the management team haven't provided resources for whatever'. The discussion with my influential members of staff was down the line of, 'but hang on, you're the

teacher, what could you have done', and there was a shift in some, not everybody, it wasn't like a lightbulb going on but in some people's minds, there was a shift and they thought, 'wait a minute here, things have changed and [own name]'s actually really interested in what we think but also, those are things that I can do and I don't need to sit and be unhappy about them'. And it was the first time I think they were asked to be really honest about what they felt about the school and the experience they had as a member of staff within the school. And it started off literally as a highlighting exercise and that was very useful but what was more useful was just the chat that we had, the discussions that we had. And obviously, my body language was very relaxed, I had gone in casually dressed, so had they but we were talking about serious stuff and they would, so for example, they would raise something they had felt was a weakness in the school and I think what would have happened previously was the headteacher said, 'right, we'll put that in the improvement plan'. My question was, 'well, what are we going to do about it?' You know, 'what can you do about it? Have you got any ideas?' And I was scribbling things up and showing a real interest and genuinely, really genuinely valuing what they were saying. They'd been there eighteen years, I'd been there not even eight weeks. And it was important that I really go, and they know that school, they know it inside out. And I think they began to get that I respected them as professionals and I respected them as individuals. So that was a really successful day and it was quite a turning point in the whole process. ... So, the themes that they identified then went in the improvement plan ... at least they felt they could engage with it to start with.

Second Interview Vignette (viii)

The little steps were, em, things like really tiny steps were things like their planning and they would come to me with the perception that I would be the person with all the answers and I'd just tell them what to do and then they'd go away and do it and that would be fine. And if I actually reflect on what I did, what I started to do were ask coaching type questions and sent them away again to think about it. And they began to have a bit more, em, independence as a professional. They were less reliant on me to give them the answers. They became problem solvers in their own right. So they were the very early steps. Other little steps were things like if they were organising an excursion to a museum or whatever it was that was relevant what would have happened in the past was that would have come straight to us and we would have done the organising. Whereas, the question would go back 'well, what is it you need, what will it look, what do the children need it to be like, what is your project, what do you want them to learn? And before, and it was just by asking those questions, they then got actually hooked into it. And then, and not overnight, over a period of weeks and months, they just naturally would go and phone the museum and come back and say 'oh, I've phoned the museum, they say they can take us on the whenever date. Is that all right?' and yeh, well, of course it is. So, it was the little operational things that I began to do in terms of, and it's not proper leadership in the way I see it now, but that is where we had to start with that staff on that journey. ... the way that I worked empowered them to feel that they could do more than they were actually doing.

Second Interview Vignette (ix)

It wasn't officially planned for on any bit of paper or anything like that. I believe an awful lot of how I work in terms of distributed leadership is to do with me and my personality and my interpersonal skills and qualities. So, it's about how I engage

with the staff and how I make them feel valued and supported and that type of thing. So how I did it at [name of 1st headship school] was that I just em, there were certain things that I just did myself because it just felt right for me to do them. But when an opportunity arose, I would go to one or two members of staff who had interests in that area at that point in time and say to them, you know, I'm trying to think of an example – reading, in the upper school, we struggled with because we had some quite clever children and we were starting to run out of resources. An opportunity had come up, I had some extra money you know, and I put it in the context of, 'it's been a few years since I've taught upper school. You guys are doing it every day. How would you feel about getting involved and helping to select some resources.' And doing it that way. Again, it's the practical stuff. It's not the big change driving stuff. That comes later on, I guess, in my journey. Em, 'no problem', they said because it wasn't just 'you do that' and it was put in a context with a purpose to it and they know that I was involved. I wasn't going to meddle and I wasn't going to micro manage. And that I'd actually said to them that I needed their help and they saw that as something to support me and ultimately the school. And they saw that they would get something out of it to 'cos they were needing these resources. So that was how I started at [name of 1st headship school] ... Then, how we moved on was, we met all the time because it was a wee school and every lunch time was a staff meeting and that type of thing. And they were very, very committed to the school. And as teachers, they were always seeking to improve the experience of children. So, I guess that ultimately it just developed into changing the way we did in-service days was really the first big change. And I remember one of the days, we didn't have hugely much planned, but we spoke about learning and teaching, and what that looked like for us as teachers. What we'd seen in each other's rooms. Em, feedback from kids, all that type of stuff. And I remember one of the teachers saying, 'do you know, that's the first time in 30 years I've spoken about learning and teaching' and I thought, 'mmmm' but it was good because they were empowered by it and it raised them up and the chat at that point was well, 'how can that be better?' ... I didn't send two of them away to one room to talk about one thing and two of them away to another to talk about something else. It was, 'look, this is who we are, we're all in this together. What do you think? Where do you think we should go?' And from there, we formulated a plan about what it was we were going to do to improve. And a lot of it was about all the things that we're chatting about now actually, we were very forward thinking. You know, active learning, engaging the learners more, making the learning more enjoyable, not needing textbooks for everything. And that's where we left it at that point. 'Cos they had formulated the plan, we'd talked about it. And I went away and I wrote it up in the school improvement plan. And then we implemented it and actually, it was very successful. So that was how we worked it at [name of 1st headship school], very much as a team.

Second Interview Vignette (x)

...and once they'd actually seen it written down in a plan type format, em, three of them, I've got two of them doing Chartered Teacher and a third came to me and said, 'we'd like to be part of that', different aspects so one wanted to be part of a homework development, one philosophy and one enterprise. Great. So, there beginnith the opportunity. So it just kind of evolved. It was about getting them to buy in and see the value and see the purpose. And I had, the school improvement plans we have are skeletal so, I said, 'oh, I'd love you to, you don't know how much I appreciate you coming to me and saying that. I think it's wonderful. Have you got

any ideas? What do you think you would do?' And, I mean, they were as keen as mustard but really hadn't thought it through terribly. But instantly they said, 'I think we'd get a group of teacher together' and they knew the value of engaging their colleagues. And what I said to them was, 'look, I am delighted about this. I want you to know that I'm right behind you. We've spoken as a staff about what, where we want it to go', for example, homework was around the lines of parents felt it didn't tie in with what was happening in the class and it was a stresser at home and often, teachers sent home a project, a homework project that needed a bit of work done and they were given no preparation and they were going to a family event and it was a big deal. So, if I use that as the example, so she wanted to get teachers together and that was fine, I had the conversation about, 'I'm right behind you. You know what the parents are saying. The children are saying it's a waste of time, they don't like it and your colleagues told you they hate it 'cos they're running around on a Friday morning and they're at the photocopier getting some random worksheet. You've got a big job on your hands. What are you going to do about it?' So, I said, 'go and just think. Don't put anything down on paper, just mull it over and come back to me'. So she came back two days later because she's quite a deep thinker and she decided that she was going to start small scale and going to start with the infants and she was going to ask for volunteers and kind of pitch it to them that way but she was clever because she knew that there were some cynical members of staff in her department and she had seen me, the previous head, the depute heads battle with some cynical teachers. So she knew that she had to try and get certain individuals to buy into this. So she did the bit behind the scenes about, 'you've been here for years and you're really an experienced teacher and do you think you would be able to come?' and the teacher bought into it and she attended. Em, so once the member of staff had thought through all of this I asked her just to have a plan of how it would go forward and she did it and it was outstanding and I think she shocked herself at how much she could do and she said to me, 'do you want to come?' and I said, 'I'd love to come but, it's up to you, you know you're leading this. I'm more than happy to be a supporter, an adviser, em, the bank if you need money from me, whatever you want but I really trust you to do this'. And she said, 'oh, all right, it's just that the previous head came to everything'. And I said, 'oh, you don't need me there, you're more than capable. You guys deal with homework everyday, I don't'. 'Oh, right, that's fine', she said and what she did was she actually emailed me the minutes of every meeting and I took that opportunity to go back and thank them and say, 'oh that was great' or, 'show me that' or, 'I've had a think about this' and they just picked it up so quickly and ran with it and it was great because the girl who was doing it was doing her Chartered Teacher so she had, she had a purpose to make it work as well 'cos she had to do it as part of her assignment. Em, the links that were formed with parents were just phenomenal because she realised that of all the audit feedback we got, the parents were the ones who had made the biggest deal out of it so, em, she brought parents onto her working party and all the things that, you know, that we would hope would be happening and she did it, independently of me but, she liked to tell me about it and I loved giving her praise because it was genuinely very very good. Em, and then, before I knew it, we'd got to a November in-service day and this had started in the August and each working party that we had were feeding back to the school and every single member of that homework working party did a presentation to the staff about where they'd got to, where they were going, their vision, who they needed to buy in, what they needed to do next and I actually just sat there and thought, 'oh my goodness, we have come a long long way in a short time. And that in turn became another turning point 'cos the rest of the staff thought, 'wait a minute, they're affecting change big time in this school and they're now sharing it with us' and I think some of them thought, 'I wonder if I

should be doing that?' and others thought, 'we could do that'. So, a philosophy group took off, em, the impact hasn't been as huge, but it has brought in quite a lot of my weaker teachers who are, em, attending groups, who are putting forward opinions, 'cos they're not, they know what good teaching looks like they just struggle to deliver it so actually, their values and their ideas are really good so they're able to influence what happens. And again, I was given a plan, I was told who was on it, I was welcome to attend if I wanted but they're happy just to give me minutes, 'would I like to come and observe a lesson?' 'oh that would be great, thanks very much' and so they were almost, they felt like they were leading me right, but I was behind the scenes keeping an eye on it. And it was wonderful. What has come out of that group is that that teacher, the lady who led that group, has realised that the cycle of improvement really floats her boat and she loves it and she actually wants to move on and lead something else now. And the clever little devil has put in succession planning and one of my weaker teachers is now leading that group.

Second Interview Vignette (xi)

...every member of staff who wants to be in it, is... say thirty people want to that's fine but we'll work on a rota basis right, but it's not always the same people who meet. It's not always all of the management team, a classroom assistant and a teacher. So say I've got thirty people and I have ten meetings a year, a different three people come every time. And it's not always me, sometimes it's a depute or a PT or whatever is in that group and it's not a chair, right it's a, everybody's the same. And the extended management team have responsibility for, em, I don't know the posh word but for OK-ing big spends in the school. So if I want to spend more than £100 out the school fund, the extended management team approve it. ... I might not be at that meeting, right, right and they decide whether it's a good thing. They've never rejected anything yet. ... The other thing is, the working parties, em, if they need resources, if you're in charge of the literacy working party and you need literacy resources, you're allowed to put an order in. You know, they know that they need to check with me how much money's in the budget because they know it's not a bottomless pit but they're really good at being sensible about it. And I think that extended management team made a difference actually from the early years when I think about it or from my early years at [current school's name] because it allowed teachers to get a flavour of what management was, not leadership and they begun to see the difference. Right? And I think that made a difference now that I think about it. I knew that, I was just reflecting as I spoke. Em, so that was the operational stuff, things like, 'I think it would be a great idea to have a readathon' and that's much more managerial stuff. But, through those meetings, people, once we'd had a round of them, they thought, 'wait a minute actually, she's really open to ideas and our opinions count'. So those meetings started to change and they used to get together as wee groups before the extended management team and come, em, 'we've got an idea' or 'primary six were thinking of doing whatever' and they were beginning to take the lead roles themselves and all they were doing was running it by the group, 'do you think that's a good idea' type of thing.

Second Interview Vignette (xii)

...one of the things that I saw that was making a fantastic difference was professional learning communities where teachers spoke about teaching, they spoke about learning they spoke about leadership, they spoke about their role within that and it just lit a fire with me so, and I'd already been doing lots but what I did was

I was able to pull it together. So when I went back to school, I spoke to the whole staff but particularly those that had shown leadership interest prior to that and set up a leadership development programme within my own school. So that is part of the big jump. ... to start with very airy fairy. Em, it isn't a structured programme as in 'week one you do this, week two'. It's not that kind of programme. It's there to service the needs of the people who are in it. So em, do you know what it's really like? It's like a coaching session. That's really what it's like but it hasn't always been like that. It started off with people talking about what they thought leadership was and what they thought they did that was leaderly. They then decided, because they all had quite different ideas, and it would be useful to go away and explore it further. So they each went away and they had to come back with one short text, or a quote or a poem or whatever to do with leadership and they chatted about it and that lasted two or three sessions actually. And they didn't pick leadership texts that I would have read for my SQH. But they picked leadership stuff that was much more generic. So for example the Winning Scotland Foundation have got quite a bit about leadership in the air and that type of thing and it was really really good and they were able to relate that to what they did and how they did it and it was at that point that they identified a gap between where they were in their practice and where they wanted to be. So, at that point it became more of a network, so, if I use the girl who was doing the homework group again she was having a problem with a member of staff, that's a lie it was the philosophy group was having trouble with a member of staff who was in the working party very engaged, 'yes I'll do that. Yes I'll do the next thing' and they weren't doing any of it. So, came back, we could argue that was probably more management I suppose anyway, they came back and they spoke about it and it became a coaching environment it wasn't mentoring, 'what could you do? How could you approach it? How are you feeling about that?' and it begun to develop, or to build capacity within those members of staff. So, that's part of the change actually because there's about six or seven people in that group and they're all leading groups.

Second Interview Vignette (xiii)

...the culture we developed that actually, we're all in this together and these children's education is all our responsibility so we're all responsible for getting it right and everybody had their bit.

Second Interview Vignette (xiv)

I had to develop a culture of openness. Em, my understanding from what the staff tell me is prior to me being employed at that school, was the management team and the staff and they were separated. Em, and the management controlled the school and the staff did what they were told to a certain extent but didn't always carry it through, it was quite superficial and just kind of carried on doing what they'd always done. And I begun to realise and actually, they begun to tell me that as they I guess they begun to see who I was and what I was about 'cos I'm a roll your sleeves up, get in there type of a girl. Em, so I had, every place I've gone to, I've had to restart the culture.

Second Interview Vignette (xv)

But if, you know, the teacher doing Enterprise, you know she had a lot on her plate and there was a lot going on and sometimes someone else would say, 'I'll give you a hand'. And part of that's small school and that's what happens in a small school.

Second Interview Vignette (xvi)

...my first headship and it was a very different school and it was a small school and a small core team of six teachers. And it made it easier on me there because in a small school, people tend to take on a bit more because the structure is much more flat. So I was fortunate that I had a willing staff so I didn't have to go back to the very early stages that I had done at my previous school.

Second Interview Vignette (xvii)

The difficulty I had at the back of my mind and it's something that I've kind of realigned now that I'm at a bigger school. In a smaller school, you've got to be very conscious of how much you distribute because you can put too much onto teachers bearing in mind that they've got their class responsibilities and for me, that has to come first. Em, so there's only five people but all the things need to be done and I can't have everybody having three bits of leadership responsibilities and a multi-composite class teaching plan for them or whatever. ... it became easier when I moved to a bigger school because always at the back of my mind at [name of 1st headship school] was, these people are doing an awful lot already because, they're it in the school.

Second Interview Vignette (xviii)

...they also, were quite hung up on teachers' rights at this school about, em, 'I do the 35 hour week. Oh, there aren't enough hours for that'. Or, you know, 'Oh, no, we've never had to do that before.' And that was a big deal for me because I'd come from a school where I'd had almost the opposite, where I was being careful that I wasn't giving them too much 'cos I could have given them everything at my last school and they would have done it and I had quite the opposite here.

Second Interview Vignette (xix)

I think my leadership style has been appropriate for this setting. Em, I'm not a one trick pony, because, I've had to do, you know when I think back to what I had to do at [name of 1st headship school] it was different. I couldn't have done what I did at [name of 2nd headship school] at [name of 1st headship school], it wasn't viable I had to do it in a different way. There were elements I was able to build in but, with a smaller number I had to do it differently. The other thing that's really important is, these are not an easy set of staff right, they're a complicated lot em, you know there are, not discipline as in pupil discipline teacher discipline issues. And you know, they're a difficult bunch and to have gone the distance that we have done in two years is a really good thing but then I'm a perfectionist but the next thing I worry about is, ah I need to sustain it now, and that's the next challenge. ... I need to be careful that the, speed of change isn't too quick. So we need to make sure that, the

cultures and ethos that we've developed related to distributed leadership become embedded in what we are, and what we do.

Second Interview Vignette (xx)

So, the teachers involved at that very early stage about planning for improvement and they had their vision for the school because they, the teachers actually were members of the community, many of them, not all of them, and they know what that community needed. They know what the children needed 'cos they know them as individuals, but they knew families so it made absolute sense for me to involve them in that but it was done within a secure and safe environment because the ethos and the culture was right.

Second Interview Vignette (xxi)

So that was how I started at [name of 1st headship school] em, and very quickly, just through my everyday behaviours of dealing with parents, for example, if I had a parental complaint about a member of staff and they saw that I was behind them, supporting them but equally, if I had a parent and I had a point that I agreed with the parent, I would tackle the teacher. So they developed a trust in me and it developed quite quickly because it was such a small unit.

Second Interview Vignette (xxii)

It's about trust Dee. They need to know that I'm not taking advantage. That I genuinely value their input. Right? And that I really do want them to do whatever it is that we're looking at. They need to know, that if something goes wrong, it doesn't matter. Right? That we're all in it together and that we'll support them.

Second Interview Vignette (xxiii)

...it made me grow. And it gave me a lot of confidence that actually, I could perhaps be a bit braver with other things I gave people to do because I had to see in practice if it worked in practice or not. 'Cause prior to my time at [name of 1st headship school], I was still very much learning and dabbling to a certain extent but then I could see that, it was actually making a difference. So as I then moved on, I became more and more brave with how I delegated and what I, not delegated but, you know, what sort of devolved leadership responsibilities people had. ... I managed carefully what I asked them to do not because I didn't believe they couldn't do it, but I needed to make sure that I wasn't taking advantage of their skills and their abilities. ... So when we got together at staff meetings and we all spoke about the work that we'd been doing, I would talk about what I'd been doing too. So they saw very much that it was that we were all bits of a jigsaw and when we all fitted together, it was really, really powerful.

Second Interview Vignette (xxiv)

...has influenced the type of head that I've become. Em, and that's important because we are influenced by external things. Having an open mind on leadership's really important ... my own professional development has clearly influenced how I

am now as a headteacher. Em, and I have snippets of previous Heads that I've worked for. Em, and snippets of the deputies that I worked for 'cos em, they're much more experienced in terms of years than I am so I learn from them too and that influences me. Em, but I'm a very open person and if I see something, that I think, 'oh I'm not doing that right', I'll go and find out about it and try and put it in place.

Second Interview Vignette (xxv)

That was a challenge for me to start with because the way that I was developing as a leader and through the reading that I was doing had a strong focus on distributed leadership. However, the school that I was working in at that point in time, that wasn't a way that the management team in the school encouraged people to work. So there was, maybe a bit of a friction – friction's not a good word actually because it wasn't a fall out – but the management team needed me to explain perhaps what that would look like. 'Cos when I started SQH I was a class teacher. And in those days, although it wasn't all that long ago, the management team were on every working party. So the ownership for the teachers, it didn't feel like that was there for us. I had taken, I had engaged in a course where there was an expectation that I would take on a leadership role and I had to speak to them about what that could look like. They, actually, they understood it. They did understand once I explained to them. It was just a different way for them but it was very much the way that I was growing up as a leader myself. And once they understood that, I was given responsibility for a working party. And, em, it's sad because I was only there for a few months. But at that point, I felt positive about it and I felt that the management team were supporting both my planning but also the actual actions that I was taking with leading that working party so if I'd stayed longer, I do believe that it would have been fine.

Second Interview Vignette (xxvi)

[working with] a very, very experienced headteacher who had quite an authoritative role within the school but a very, very capable lady who did a great job. And her feeling was, you know, that 'you're the new breed coming through. You do what you need to do and I'm right behind you.' So, that gave me a real sense of ownership to lead the development that I was doing...

Second Interview Vignette (xxvii)

I had, for example, a teacher who was completely responsible for all things related to Determined to Succeed: she attended all the training; she then came back and trained all the staff in school; she did quality assurance visits to classes; she wrote summative reports on what the school had achieved during the year; she planned for improvement. She was probably my most successful leader within the school. I then had a younger teacher who was again very capable who, through just developing her confidence, felt able to lead curricular stuff. She looked at modern languages and was able to support, it was maybe more mentoring than distributed leadership. She was quite involved in that. Office staff, I had one office lady and one lady who worked three hours who had kind of done what they'd always done because that's what had just always been done. And we spoke to them about the school because they were part of it although they were stuck in an office. And said, you know, 'what would you do? If you were me, you know, what do you think you

would you be involved in?' And very quickly, they came up with a lot of extra curricular stuff that they clearly had a role to play. So we started to invite them along to our, kind of, visionary planning meetings and they contributed to that but also then took on roles within, em, the development of whatever it was we'd discussed. So it wasn't just about gathering ideas from staff. It was about then giving them the responsibility and the ownership and the confidence to take, to take that forward and actually put it into place.

Second Interview Vignette (xxviii)

[Staff had been] battling against the head because the previous head, who was a good head, but just worked in a different way to me, felt that she needed to know everything and she had to be involved in everything. And to a certain extent, there was probably a reason for that because they aren't the most competent of staff. Some of them are very competent but there are some weak practitioners. So she will have felt a need to monitor the performance of whatever it was they were doing.

Second Interview Vignette (xxix)

And if I had the view that only school improvement stuff could be done by a member of the management team, the speed of change would be much much slower and these girls and myself that's back to the workload would be doing it but, everything would be kind of superficial, whereas we've got a depth now.

Second Interview Vignette (xxx)

Because the teachers had developed it, they believed in it, so they made it work. Right, so that gave me a real sense of satisfaction because I felt we were a team. I didn't feel it was like [own name] the headteacher and then the staff. I felt that it was us moving things forward. And at times I facilitated things, you know, making contacts for them or whatever. I was part of that team and I wouldn't say, 'that's your responsibility and you need to do it all'. We all pulled together. But in terms of me as the head, I felt very proud of what we had achieved because we very much pulled together and everybody had a responsibility and everybody did something.

Second Interview Vignette (xxxi)

In terms of my workload, it probably eases the amount of time that I need to spend at staff meetings dictating to staff what needs to happen because it happens in a more community spirited way because it's coming through colleagues to colleagues so, my role in the school has become one of, em, I guess the ultimate leader the person with the vision and the drive and the energy that keeps it all going forward but also a huge facilitator role within the school. Em, workload wise, I, I could do everything they're doing within my time but, it would be top down and the impact I think would be weak because you wouldn't get the buy in that you get but the time would be there. By allowing others to take the lead roles, and ultimately the impact is greater, it has freed me up to do a lot more of the capacity building among staff, right, amongst my weaker staff.

Second Interview Vignette (xxxii)

But the thing I needed to remember was I'd gone through a really rigorous Post Graduate programme to learn and develop my skills and understand the theories behind all of this. They hadn't. And it was unfair to expect that they thought that that was just the way that they should work. So they did need my input, just to give a supportive layer underneath what they were doing.

Second Interview Vignette (xxxiii)

I find it really difficult to split leadership and management because sometimes, and it goes back to what I did in my very early days, sometimes you have to start with the management stuff, and then you can move onto the leadership stuff em, and I've had I guess had to do that with the deputies too.

Second Interview Vignette (xxxiv)

I think that extended management team made a difference actually from the early years when I think about it or from my early years at [current school's name] because it allowed teachers to get a flavour of what management was, not leadership and they begun to see the difference. Right?

Second Interview Vignette (xxxv)

So, it was the little operational things that I begun to do in terms of, and its not proper leadership in the way I see it now, but that is where we had to start with that staff on that journey... And at that point, it was very operational... . What I have experienced from these people, is that, what they perceive as em, distributed leadership and devolved management, however you want to look at it, they still see it as very operational which is where I had to start. If I'd been there, I would have taken it on and broadened it out. And when I interviewed one of the girls that used to be in my department about leadership and what leadership opportunities she had, it was operational. It was about organising resources. It was about em, trips and the basic stuff. It hadn't been broadened. And that wouldn't be my feeling now of distributed leadership. So partly that was where I was at that time 'cos I, em and I was very new to it as well, where the teachers were and the context of where the school was. So, their understanding and their experience of distributed leadership is different to where mine is now. But I had to start with them at that point.

Second Interview Vignette (xxxvi)

Again, it's the practical stuff. It's not the big change driving stuff. That comes later on, I guess, in my journey.

Second Interview Vignette (xxxvii)

But it's an interesting point you make am I just skilled at delegating everything and I don't do very much? I think I am good at delegation and I wasn't always but, I do believe and they would tell you too I've got an overview of everything. I know what's going on. I'm very engaged in all their work. Em, I could tell you what all the working parties are doing. I know how far through the school it's all gone. But they, a lot of

it's my vision and they've picked it up and they've run with it and they've developed it. I have the overview. I have the overarching bit and they take the specifics and move it forwards but with my support behind it.

Second Interview Vignette (xxxviii)

...since my teachers have engaged in leadership roles within the school no matter how great or how small, they have become more professional. I see an increase in professionalism.

Second Interview Vignette (xxxix)

But they feel empowered because before, they had all of these great ideas but they were kind of squashed because it was a top down approach and they weren't able to bring their ideas to the surface for discussion and then, development if it was something they felt the school needed.

Second Interview Vignette (xxxx)

In my school, every teacher has some form of leadership responsibility. Now, there, it's a scale. Some of them have got big leadership responsibility. Em, for example, the ones who lead school improvement priority and they genuinely lead it, I'm not meddling with it at all, it's their responsibility and they've got a group of teachers who they're responsible for supporting and they take that forward. But I've got other teachers who, for various different reasons, don't feel able to commit to the time and that's something I want to discuss, that this needs. But they're actually really good teachers and they've got a lot to offer. And it's interesting, I'm not sure if I created the opportunity for them or if they created the opportunity for themselves, I'm not really sure how it all came about but they begun to see that more and more people were taking on roles within the school and that they were getting satisfaction out of it, they were getting enjoyment out of it and they were getting a status amongst the staff but also amongst parents because if a parent has got a question about homework, they don't come to me, they go to the teacher or the working group and they get the help that they need there and they begun to see that and they could see the satisfaction and the enjoyment that these members of staff were getting out of it and the pride. ... So, I've got everything from Eco Schools which is quite an operational type thing through to teachers who are leading whole school improvement and who are definitely affecting change.

Second Interview Vignette (xxxxi)

...a fear of mine, that em, one of my key practitioners breaks a leg and is off for six months or you know, I'm off ill or something, what happens? And that's the bit we need to work on now.

Second Interview Vignette (xxxii)

Time, yeh. Just, one of the challenges that I've had and I have been able to overcome it, is, the perception within the profession that everything needs to be allocated hours because of the McCrone Agreement, and I really do believe it's a

barrier to distributed leadership because, you're kinda, you've got people who really want to be involved in taking things forward in a school but they feel bound, to what our agreements say and it becomes restrictive. So for example in our school, I think it's 10 hours that we allocate to school improvement type stuff which is nothing when you think they've got 180 or 90 or whatever it is. The planning and the reporting and that's obviously all built in and that's all important I still think 10's a pathetic little amount, I would like to give it a lot more. I've actually had a huge amount more, from my staff, but that's to do with good will. But, I think that a barrier for schools, if they really want to down, the devolved leadership or distributed leadership route is, that people say, 'yeh, that's fine but we can only give it 10 hours or 8 hours' or whatever it is they negotiate, and that takes away, the spirit, of what it's all about. ... But I do think that the McCrone Agreement has put perceived barriers in place. But I think once staff actually buy into the process, it's no longer an issue. But just getting over that initial hurdle can be challenging for some schools and it's just I think that might be part of the reason why some school operate in this way a lot more than others and it depends very much on your staff and the culture within your staff. Mine are union orientated and that was why to start with it was to do with time and it was to do with hours whereas they now, and I'll sit down in two weeks time and they'll negotiate 10 hours again and I'm quite sure of it but I'll not be hung up on it like I was before because I used to go out of the meetings quite disappointed thinking, 'is that all they think this needs' but, they get so much more out of it.

Second Interview Vignette (xxxxiii)

I think for some people they're changed so, and I've positively influenced them and they would continue to work in the way, that I've encouraged them to work 'cos they see the benefits. There are a few members of staff who, work in a way that they've been encouraged to work, to please me, right, and because that's what their friends are doing. They might revert back to old habits but there has definitely been a positive influence on more than just the three initial members of staff who came forward.

Second Interview Vignette (xxxxiv)

...how I approached it was I, em, linked in with two girls who were doing Chartered Teacher. Who, were, like young puppies on a lead and they just wanted to go but hadn't been able to. So, we linked in and we spoke about the Chartered Teacher programme because I hadn't had much experience, in fact, I hadn't had any experience of that previously and what it entailed, and what they needed to do. And I learned very quickly that they actually had a SIP to do as well. Different, you know but it was the same principle that applied. And what they were doing was, they were mucking about with small, small scale stuff in their classroom, and I said to them, 'well, what about? How about when we come to write the school improvement plan, that you guys are very heavily involved in that and if there's something that appeals to you, you can take it and you can run with it?'. So, they bit my hand off at that opportunity. So that was how I first got into it...

Second Interview Vignette (xlv)

And I targeted people who were already showing a real commitment to their professional development who were already buying in to a certain extent into distributed leadership but were battling against it because the previous head had kept a very tight reign over them.

Second Interview Vignette (xlvi)

So, I begun to be able to identify staff who were really interested in leadership, really interested in leadership. There were others who were much more interested in the operational stuff and that's fine 'cos not everybody wants to take on these big leadership roles. So, I spoke to the staff and we facilitated leadership roles for them. If they wanted it they would get it. And some had little roles like Global Citizenship, well little, it's quite a big deal but they started small. You know, they would attend a course and they would feed back and they would coordinate, em, mail and whatever. Then it moved on. They would then share a vision for the school and then it would move on and they would build in a working party and they would plan and you know, that type of stuff. And that was all going on.

Second Interview Vignette (xlvii)

...and, just I said to her, I went, 'writing's poor in this school [teacher's name] and I wonder what we're going to do. You know, you're really good at that. How do you do it?' and just, you know, that level of chat and she spoke and I said, 'you make that sound so easy' and she said, 'oh, everybody works like that' and I said, 'well, you know, I'm lucky I'm out of class, I see that not everybody works that way but you've got a lot to offer. Do you think if we worked together that you could maybe speak to the staff about what you do?' And, you know, after a bit of support and encouragement, yes she felt she could. And I didn't actually work together with her, I was behind her, I supported her and encouraged her but she knew what she did and she knew that it worked well and she came to a staff meeting and spoke about how she taught writing. And now, em, she's known as the lead practitioner for writing in the school and if someone's got a group who's struggling to get to grips with something, rather than constantly going to your depute or just moving on to something different because it's too hard to keep ploughing on with that one they'll go to [class teacher's name] and say, 'well, you know, what would you do there?' and that's given her a bit of growth and a bit of encouragement as well so she feels really valued for that.

Second Interview Vignette (xlviii)

to a certain extent bypass[ed] the deposes to start with because they had, it was just, it was a routine for them that they led things and they're busy busy girls. I mean, they're dealing with parents, with children, with review meetings. They're doing really a lot of operational stuff. And if I had the view that only school improvement stuff could be done by a member of the management team, the speed of change would be much much slower and these girls and myself that's back to the workload would be doing it but, everything would be kind of superficial, whereas we've got a depth now. So, the deposes, are physically working on two working parties actually. One's on the homework one and one's on the Philosophy one because it's something that they 'cos they still have a teaching role so it's something they felt would be of benefit to them but they're there as a colleague I guess, not as

a member of management. But they do have the same support and challenge role that I've got for other groups. But the, the deputies show good leadership in all that they do but in terms of the bit about, em, devolved leadership, that was something that they had to almost step back from because they were used to having the top down model so I did bypass them to start with actually. ... I think possibly I've upped the ante on the deputy roll within the school because, the staff are taking leadership responsibility more, that has freed them up to do, more stuff that they can do. Em, and for them, there's a lot of pastoral stuff that they just weren't able to do before. Working with vulnerable children, nurture group, that type of stuff and that, that's the bit that really makes a difference too. So it's freed them up a bit so I think, they definitely see the benefits of it. I haven't asked them if they were offended that I bypassed them. But I can, well they'll tell us in their 360. ... probably one of the reasons why I haven't had that really direct conversation is I don't want to be seen to be derogatory about a predecessor when there really was no need to be it was just a different way.

Second Interview Vignette (xlix)

I think, to start with, it was limited. Because they needed to feel safe... Then, as I, as I progressed I guess in terms of my own confidence because to start with when you start as a headteacher, you feel a need to be in control. So you keep quite a few things for yourself. And it's only once you've, only once I've, I shouldn't speak for others, only once I felt confident in my own ability and I had a handle on everything that I could feel confident that I could distribute things out. By the time I'd been there a year, I think I'd distributed quite a lot... I felt good about it. I felt that I was still in control. I very much felt like I knew what was going on even though I wasn't micro managing the projects. I was able to stay far enough away that the staff felt it was theirs and they had that responsibility for taking things forward. They felt and, yeh, I can say this because I had hard evidence to prove it, they felt valued and that it was making a difference. And so did I. And I appreciated what they were doing.

Second Interview Vignette (l)

I get a lot of satisfaction out of it I have to say. Em, it's the most rewarding job. It really is. I think it's, I think a headship is as rewarding as a class teacher I think some deputies some place in the middle's not, quite as rewarding. Em but I get a huge amount of satisfaction out of my job.

Second Interview Vignette (li)

Staff found that difficult to start with because they hadn't been encouraged to work in that way before. They weren't against it, it just was a new concept and as always there's questions and, I guess, anxiety around it because it's new and they don't know what it's gonna look like. Em, occasionally I came across questions like, em, 'are you not paid to do that?'. Or, you know for example, it was for example like ordering a resource and you know, I would go quite excitedly to the staff and say, "Oh, I've managed to get £1,000 for new library books. How about you put together a wee order 'cos you know what you need a lot better than I do'. And actually, I was met with tears from one member of staff because it was too much responsibility.

Second Interview Vignette (lii)

...their previous head had done everything that they could to allow the staff to be involved in making decisions. The staff sense was that they were asked to do everything and they were willing to a certain extent to do it because they were just those types of people. But they didn't feel the headteacher was behind them in case something went wrong. They felt unsupported. But the headteacher's belief was, that they were giving them all the opportunities in the world. You know, 'yeh, you want to do that, go ahead and arrange that. Oh, you'd like that to happen, just you do that' and, but they never felt that if it went a bit belly up that the headteacher would be there and would say, you know, 'it's not a problem. It's fine. We'll sort it out. We'll work together on it' or whatever. So that was the sense of fear they had around it.

Appendix 2b: Case Study 1

Third Interview Vignettes

Third Interview Vignette (i)

I'm not sure in my head that I had a really structured plan about how I was going to do it. I think I responded to the needs of the group as it occurred, because when you first start in a school, you don't know the individuals, you don't know the dynamics and it's not until you're really in the heart of it that you begin to respond to the need, it's like teaching a child I suppose, you just respond to the need that they have at the time. So that would be the same with the staff, so I didn't start the post at [current school's name] with a clearly thought out structure about how I was going to do it, I guess I had a recipe card of ideas or a toolkit or something at the back of my mind that I knew I could pull on, and as and when the need arose, I brought out one of those tools or whatever.

Third Interview Vignette (ii)

I think that I have come a long way with the staff and that they understand that [distributed leadership]'s a given. One of the things that delighted me was, em, the question asked about 'and how did you get to have that leadership role?' and one member of staff said that they moved to our school. So there is an expectation that if you work at [current school's name] you've got that type of responsibility and I thought that was a strength. Em, I thought on the whole the understanding of the staff about what distributed leadership was, was pretty good.

Third Interview Vignette (iii)

...I've been able to, not prove 'cause I don't have to prove myself, but establish myself as a leader in two very different schools and have success in both schools therefore my repertoire, toolkit or whatever you want to call it, has to be really diverse.

Third Interview Vignette (iv)

...so if you're going to be an effective leader in lots of different settings you need to have experience in a really wide variety of strategies and know how to utilise them in the situation that you're in and a lot of that's about having, it's about being emotionally intelligent and a lot of the other bits and pieces 'cause you need to judge your staff and you need to read the situation that you're in, and I was gaining experience, 'cause I was very, very inexperienced, and to a certain extent there are lots of things I'm still inexperienced in, so I was doing it quite wrong, but I've come on a massive journey and hopefully haven't made too many mistakes. But it definitely is having a positive influence and impact so that's good.

Third Interview Vignette (v)

The strengths I thought were the teachers' views. I thought there was a very strong sense in the staff that they do feel that leadership is distributed. Em, there's a strong thread coming through from the chartered teachers or people who are about

to become chartered teacher, and I found that very insightful on lots of different levels. Em, just on a personal level knowing the individuals they have come a huge way and I think the chartered teacher course has been very good for them. Em, also I can read into some other people's comments and they're obviously benefiting from having chartered teachers on the staff and that's making them feel more empowered, so it's not just about me distributing leadership, its about other people within the school who have got responsibility distributing it as well and that is, and I don't mean this in a hierarchical way, but as low down as a teacher or an auxiliary or whatever distributing it even further to their colleagues and I thought that was a real strength that came through.

Third Interview Vignette (vi)

Another thing that I thought was fantastic was a document that in the past staff were well removed from was the school improvement plan and many of them made reference to that. Now, that was an absolute delight to me because I used to think that it was a complete and utter waste of time because I knew exactly what it was about so I didn't need to write it down, but you always have to write it down anyway, but actually it's a document that they're involved in, they've got responsibility for, and that came through quite strongly for me so I was quite pleased with that as well.

Third Interview Vignette (vii)

...it's not about me abdicating responsibility or giving them all the jobs that I don't want to do. They, we still need to continue to work together as a team towards the shared goals. Otherwise the whole distributed leadership bit would be seen as a giving out of tasks again, and we just need to keep the culture about 'we're in this together', it's about improvement, it's about children.

Third Interview Vignette (viii)

...it's about accepting that change has happened in the profession. Em, I think that the McCrone agreement has taken a long, long time to embed itself and we're only now beginning to see some benefits. For a long time I was struggling to see the benefits in school. Em, but the professionalism of staff I feel has, in line with the expectation of the McCrone agreement, have matched up now – or in my school anyway, I can't comment about any others.

Third Interview Vignette (ix)

All staff appear to have a thirst for leadership, although one or two of my colleagues had stated that, if anyone wants a leadership role in our school they can have it, they can take it, but not everybody does, and I sensed a slight resentment from individuals who take on a leadership role towards those who just sit back and allow others to do all the developments...

Third Interview Vignette (x)

I now need to go on and develop a culture. I think they perceive constraints, I don't, but it's about making explicit to them of freedom and empowerment. I think at the

minute there is a bit about 'oh, I better check this is okay'. They don't perhaps perceive that they have full autonomy over it.

Third Interview Vignette (xi)

it's about people wanting to do it for the intrinsic reward as much as anything else, but not people only saying 'yeah, I'll take on a leadership role if I get...'. I think there are one or two individuals that may think that you can only be a leader if you have extra time. And it's just about handling that expectation of them.

Third Interview Vignette (xii)

The other thing that I put a question mark beside because I just haven't sorted it out in my head yet, is the statement around time, and the (pause) individuals. And be that a small group, and I certainly don't get the sense it's everybody, but to take on a leadership role you need to be given time to do it, I think there are still a few that see it as an add-on, rather than an inbuilt into what we do, and that's just something I need to manage carefully and sensitively 'cause what I do at the minute and my depute is supportive by facilitating it, is that if there's something that someone's doing, for example, one of my girls did a massive development for us on homework, em, parent, staff, children, the whole lot, and we, it wasn't an expectation and it wasn't a promise but we gave her time where we could to show that actually we really valued this and we wanted her to do even more and that gave it a status as well. And it's about not making (pause), it's about people wanting to do it for the intrinsic reward as much as anything else, but not people only saying "yeah, I'll take on a leadership role if I get...". So, we just need to manage that more carefully...

Third Interview Vignette (xiii)

I think that came through here that some people still get hung up on time. And I for one do not expect my staff to work ridiculous hours and I lead by example on that and I don't work ridiculous hours myself, so that's very good. But, they still need to understand the bit about, because they are all professional, I don't mean they're not professional, but sometimes if you need to do it you do it rather than saying, 'well actually I don't have enough time left this week cause I've used up all my minutes'. But that's absolutely the minority in my school but it's still something that's there and there about and I get the sense from colleagues that it's something that's still there or there about in most schools, but only with a few individuals.

Third Interview Vignette (xiv)

Some of them are still deciding whether they want to be leaders or not because they're grappling with the traditional view they have of a teacher, who is someone who works in just their own classroom with four walls around them, whereas the vast majority of the staff are saying, 'yeh, I'm quite comfortable being a teacher and a leader'. But there's one or two who still haven't got there yet and who potentially might not.

Third Interview Vignette (xv)

I need to watch and manage the staff's cynicism towards a few of the resistant staff, that they don't become negative towards the staff who feel that perhaps they don't have the energy or the time to take on a leadership role, and there are a few in our school. Only one or two like that, em, one is a lady and it's her home situation, and I absolutely understand that and have no expectation that she has to do anything over and above her job and she is a really really excellent teacher and I think, perhaps the other member of staff that they are referring to, em, is a lady again who has had quite a lot of difficulties at home, so I don't see the staffs' cynicism as a huge deal. I think, but I think the people who are giving it their all just feel a bit frustrated that their not getting people buying in as quickly as they would like. I empathise with that because I've been there myself but I've moved on from there, but we just need to watch that and the bit about time.

Third Interview Vignette (xvi)

I can't remember if I spoke to you before about the McCrone agreement and how I felt that that impacted and I think it ties in to that and its just about, it's about managing it for them because so many of them have got the flavour that they're leaders in their classroom they're leaders, you know, with their colleagues, they're leaders you know, at a greater level than that but, I think there are one or two individuals that may think that you can only be a leader if you have extra time. And it's just about handling that expectation of them. In terms of opportunities, em (pause), there's clearly, em, massive capacity there to continue to work on. Em, I've tapped into it well I think in terms of teachers, the capacity within the non-teaching staff is huge and that's, that's my next thing I would say. All staff appear to have a thirst for leadership, although one or two of my colleagues had stated that, if anyone wants a leadership role in our school they can have it, they can take it, but not everybody does, and I sensed a slight resentment from individuals who take on a leadership role towards those who just sit back and allow others to do all the developments, so we need to think about that.

Third Interview Vignette (xvii)

...some of them are still deciding whether they want to be leaders or not because they're grappling with the traditional view they have of a teacher, who is someone who works in just their own classroom with four walls around them, whereas the vast majority of the staff are saying, 'yeh, I'm quite comfortable being a teacher and a leader'. But there's one or two who still haven't got there yet and who potentially might not. They might retire by the time they've got there but they're all on the journey. I don't have anybody who refuses to take part in anything. They are all at different points in their journey. ... I think that the McCrone agreement has taken a long, long time to embed itself and we're only now beginning to see some benefits. For a long time I was struggling to see the benefits in school. Em, but the professionalism of staff I feel has, in line with the expectation of the McCrone agreement, have matched up now – or in my school anyway, I can't comment about any others.

Third Interview Vignette (xviii)

...it's probably quite accurate. I mean there are a few teachers who opt out, it says here 5 who say that they didn't, non-teaching staff and I understand that, I think

green are people who are non-teaching staff yes so that'll be office staff or something like that so it's not wildly inaccurate in terms of the bare facts but about people's sentiment and their feeling about the roles that they take within the school that becomes much more explicit in the light of the questions.

Third Interview Vignette (xix)

I felt they all had something but perhaps they don't view it as being that significant. So for example, one of my teachers is absolutely the lead practitioner to do with creativity, you know shows, singing, dancing, that type of thing. Now, she's not the type of person who would blow her own trumpet, so she, I'm quite certain, will be one of the 5 who says she doesn't have a leadership role although she very much does and is very much valued, but she's kind of an old school person so will sit very quietly and do a fantastic contribution to the school over the year, but not want to have any title or whatever given to her. Em, but I'm sure if you spoke to her and asked her 'well, what's your role within this school?' she would tell you very early on 'Oh, I'm involved in all the creative stuff' but she wouldn't necessarily put herself forward because there's still a cultural bit about 'well I'm the teacher and the management or the sooks, or whoever, you know, do the development'. So I still believe that all my teachers have a leadership role and it's one that I value. They all contribute, it's not in name only.

Third Interview Vignette (xx)

It was very interesting the bit about school policy. That was an interesting question because I've written next to it - the first bullet point is, well the question is 'in this school the staff critically evaluate school policy' and someone has written 'they do for standards and quality and school improvement plan but not for policies. And my response to that is that's because policies are not a big issue for me. Policies are, I haven't written a policy at my time in [current school's name]. It's about what we do and how we behave, it's the procedural stuff that's much, much more important to me than churning out policy after policy so the staff were right to say that they don't necessarily critically evaluate policies. They critically evaluate practice but not policy and I just thought that it was quite true...

Third Interview Vignette (xxi)

...I mean they've had their gripes about, for example, 'we don't make the important decisions', and they're right they don't, cause I don't make them either, about the curriculum and all the other things, and that's perhaps not something at this point we've got any influence over but we do, they can influence what happens in our school.

Third Interview Vignette (xxii)

Another thing that I thought was fantastic was a document that in the past staff were well removed from was the school improvement plan and many of them made reference to that. Now, that was an absolute delight to me because I used to think that it was a complete and utter waste of time because I knew exactly what it was about so I didn't need to write it down, but you always have to write it down anyway,

but actually it's a document that they're involved in, they've got responsibility for, and that came through quite strongly for me so I was quite pleased with that as well.

Third Interview Vignette (xxiii)

...maybe they thought, no I don't have a titled role that tells me that I have a formal leadership role, so later on, they're actually just telling you about their day-to-day leadership responsibilities that they have within their classroom and their working parties, their department or whatever...

Third Interview Vignette (xxiv)

I'm glancing at things that only certain people are asked to assume leadership, very little feedback is given when things go well, children always before staff, and the most negative statements come from the non-teaching section within the staff. And one of the factors that I need to think about and I've only just thought about is that I have a very, very weak learning support teacher, and she's their line manager. And I'm looking at competency with that individual and perhaps what's coming through there is a reflection on the immediate leadership that they experience and a frustration when they see what the, 'cause I guess I have a more direct role with the teaching staff, and the leadership responsibility for the non-teaching staff's devolved to the learning support teacher and she does state there that she does have a line management role for 4 non-teaching staff. I wonder if that's a reflection on her leadership rather than on mine or the Deputes' leadership and that's something I'll need to, in fact the more I think about it the more I think it probably is, cause they've spoken to me about that.

Third Interview Vignette (xxv)

...I now need to go on and develop a culture. I think they perceive constraints, I don't, but it's about making explicit to them of freedom and empowerment. I think at the minute there is a bit about "Oh I better check this is okay". They don't perhaps perceive that they have full autonomy over it. I believe that they've absolutely got the ability to do it, so that's my opportunity now to give them a bit more, so that was really good.

Third Interview Vignette (xxvi)

... what I've been able to analyse is that the people who need a bit more support and nurture and involvement in all of this are my non-teaching staff that's where I need to move to next.

Third Interview Vignette (xxvii)

In terms of weaknesses, em, not enough opportunities for the non-teaching staff to be involved yet and that's definitely something that would be very easy to work on.

Third Interview Vignette (xxviii)

It's really interesting, em, [EO's name] who is the educational officer for the school had a discussion around similar lines (pause) about, if I left the school tomorrow what would happen? And I think that one or two of them, the Chartered Teachers probably, are the ones who have changed within themselves. I think that the majority of the other staff have changed under my leadership but haven't gone far enough down the route that they wouldn't revert back to old habits. So it isn't absolutely embedded, it's embedded within the culture that I lead, however if I was to move on, I think there would be some slippage. (Pause) So it's not, in terms of the professional change, it isn't there yet. But if I continue to work this way for another few years and they get the same level of satisfaction that most of them are articulating, it will become a practiced art that they do, and I think I probably told you that in our very early interviews that it was something that I had to work at too because it's new. It was new to me years ago, it's still relatively new to some of the staff in the school, so that's why I still feel we're at that fragile point that it still needs nurtured. I cannot take the positive results from the 360 and think 'Oh well that's fine, we do distributed leadership at [current school's name] because it doesn't work like that. It's something that you always nurturing. And also, you need to make sure that the staff realise that, you know, we're all in this together so it's not about me abdicating responsibility or giving them all the jobs that I don't want to do. They we still need to continue to work together as a team towards the shared goals. Otherwise the whole distributed leadership bit would be seen as a giving out of tasks again, and we just need to keep the culture about 'we're in this together', it's about improvement, it's about children. We need to keep that alive so that's why you can't presume that it just all stays still, or you know that it all stays as it is and everything's fine. Otherwise there definitely will be slippage.

Appendix 2c: Case Study 1

Fourth Interview Vignettes

Fourth Interview Vignette (i)

It does need to be supported though 'cause you can't just take on a leadership role and 'cause there are skills around leadership as well. And it's important that if you ask people to take on a role that they are supported and developed to do it. I think it goes wrong where a headteacher or someone who is in a position of authority delegates or devolves a task out to someone and then doesn't support them. We need to make sure that these people have got the support and guidance and the skills to do it. Which is different from micro managing and controlling it. And, you know, that's a fine line that we mustn't cross either. But I think as a profession we've moved away from a sort of an authoritative, authoritative style to one which is much more collaborative and distributive.

Fourth Interview Vignette (ii)

it has allowed me to confirm a lot of the thoughts I had. But a lot of the thoughts I had were to do with gut feelings and just a sense of the journey that we were going on. But this has given me evidence, I suppose, that the journey we've taken has actually impacted and is making a difference. It also has allowed me to refocus my thinking about where we go next. Which at times when you are constantly trying to move a school forward, where you are heading to next can be a bit blurred. And it's been a really taking stock opportunity for me. And in particular I've found that really helpful, really helpful. And it's very reassuring 'cause I get a sense that I am moving the school in the right direction. And it's making a difference to the people that work in the school. So that's, that's good too.

Fourth Interview Vignette (iii)

I think the staff would probably tell you if you had a discussion about this diagram with them, that their ability to support each other has always been there and that isn't necessarily to do with distributed leadership. It's to do with strong relationships within the school. But what I would argue is that historically it would have been friends who supported friends. Whereas now it's practitioners who support practitioners and it isn't always their friend that supports them. So I think while that support network has always been in the school it's much more effective now. Because they are getting support from the people who are best placed to give it to them.

Fourth Interview Vignette (iv)

And again she's [T10] a very young, inexperienced teacher but who has a lot of credibility on the staff because she does the business. And I think that T4 is a strong influencing factor. So T4 is a stage partner with T10 and will, and T4's clearly a key player on the staff. So T4 is discussing with other colleagues how good T10 is. So other people will then go to her for support on the basis of what T4 says.

Fourth Interview Vignette (v)

my biggest observation Dee is it's all to do with stage partners. And where one stage partner has moved on to another stage they've kept the relationship from a previous year and that's been really positive. Em, and it's not always... people who have been there for a very long time and socially they are friends. But what's interesting is they aren't always the person they go to for support with their work... the other thing I'm noticing is the respect that my more experienced staff have for my less experienced staff. And how they are getting as much support, they are getting support from each other and it's not a one way relationship. Which means, and it confirms why my school is improving, because they are learning from each other.

Fourth Interview Vignette (vi)

So they are stage partners. But what they are saying is they are all, they are partners, they are equals. And it's not one person's the leader, they are a team. And that's the philosophy of the school, it's distributive leadership. They have all got equal responsibility type stuff and that's where it's very evident.

Fourth Interview Vignette (vii)

So we [senior management team] speak to each other at a strategic level on curriculum development. Whereas the staff go to each other on a practical level about curriculum. ... So there is definitely a separation there between operational and strategic.

Fourth Interview Vignette (viii)

So it's not necessarily the be all and end all about what makes a school successful but I think distributive leadership is about what makes a school grow and develop and be a happy place to work in. And that to me is of equal importance. About staff welfare, pupil welfare.

Fourth Interview Vignette (ix)

...I have learned over the years that if I want to properly implement change and get people to buy into it... if you want to implement proper change, real change that's going to last the course of time and hopefully beyond my time in an establishment you have to get people to see that as their own. And to, to lead that change themselves. So, it makes absolute sense to me to involve people in it because it's not my school. It's everybody's school.

Fourth Interview Vignette (x)

...I have learned over the years that if I want to properly implement change and get people to buy into it ... something that I recognise makes a huge difference to the school. And it makes a huge difference to me because if you want to implement proper change, real change that's going to last the course of time and hopefully beyond my time in an establishment you have to get people to see that as their own.

And to, to lead that change themselves. So, it makes absolute sense to me to involve people in it because it's not my school. It's everybody's school. So distributive leadership for me isn't just the teachers. It's all the people within the school and pupils to a certain extent. So, it's not a pressure but it's something I recognise makes a massive difference. And it's long term then. Whereas if I just implemented change myself, and had a much more of an authoritative leadership style it wouldn't be the happy growing successful establishment that I aspire to work in.

Fourth Interview Vignette (xi)

I think it goes wrong where a headteacher or someone who is in a position of authority delegates or devolves a task out to someone and then doesn't support them. We need to make sure that these people have got the support and guidance and the skills to do it. Which is different from micro managing and controlling it. And, you know, that's a fine line that we mustn't cross either. But I think as a profession we've moved away from a sort of an authoritative, authoritative style to one which is much more collaborative and distributive. Personally, I see big benefits from that, I really do.

Fourth Interview Vignette (xii)

I think they do have a dilemma because they are very committed to the children they work with. And they will at times walk the extra mile for them. They do link in well with the teachers but I wonder if just when I interpret this, if they see themselves as deliverers of tasks rather than curriculum. And that's why they are a bit divorced from the rest of the staff on it. It is a concern and it is a worry.

Fourth Interview Vignette (xiii)

So S6, S1, S4 are strong characters, not necessarily in a bad way but they are strong individuals who have the personal and professional confidence to have a conversation about it. Whereas the others are much more a case of if you give it to me I'll do it. So perhaps [pause] in their heart of hearts believe really strongly that it is their role. But view the teacher as in a hierarchical way, it's their responsibility. So I think there might be a bit of that. The support staff [pause] speak with the teachers on a daily basis about the children that they work with. So they have the discussions, I wonder if what this suggests is they don't feel that they can have a, an influencing discussion perhaps with a member of staff. They see it more as their duty just to report back rather than, you know...

Fourth Interview Vignette (xiv)

And that's the pattern across the school. That support staff are viewed as experts for the individual children that they support. And that teachers would go to them for advice. ... it's to do with pupil support. It's not to do with curriculum.

Fourth Interview Vignette (xv)

And I don't think anybody would disagree with the points for action that are there around the support staff.

Fourth Interview Vignette (xvi)

I think there's a growing move to this is the style of leadership that we need to have in our schools. And that comes from the research. It comes from professional agreements that we've got. And I think what there is is there's a dilemma between the old and the new. People who have been in post a very long time who believe that there is one way to lead a school and one way only. And then there are other people, perhaps the new breed who have come through, who see that actually you can get a lot more out of people, people are happier, it's more collaborative, the place grows together when we distribute leadership. So there's probably a tension at the minute between two different styles.

Appendix 2d: Case Study 1
Extracts From 360° Questionnaire Analysis Data

360° Questionnaire Analysis Data (1a)

Exemplified by the responses to the item relating to what leadership actions might include: one depute responded that “class teachers [were] put in charge of projects” and that “staff [were] given leadership roles at all levels”. Responses from four teachers included “allowing staff to lead”, “asking members of staff to lead”, “working with SMT”, “each teacher given a leadership role”.

360° Questionnaire Analysis Data (1b)

When asked within the 360° questionnaire if **staff are well supported when they do take on a leadership role**, the responses varied. One depute, one member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and three class teachers strongly agreed while one depute, one member of support staff directly involved in supporting pupil learning and five teachers agreed with that statement. One member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and five teachers neither agreed nor disagreed, while one member of support staff directly involved in supporting pupil learning and one teacher disagreed. The variation in the comments provided by eight of the teachers to illuminate their responses was significant, three commented on aspects relating to time:

- “Unsure”
- “Support is not evident but I am confident it will be given if asked for”
- “Not always time given”
- “We have to do things in our own time”
- “However, time and flexibility and release of key staff throughout the day would support further. Additional hours can be excessive”
- “Encouraged and supported”
- “Supported and encouraged”
- “Extended management team, working parties, management team”

360° Questionnaire Analysis Data (1c)

Both deputies, one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and four teachers strongly agreed, while three members of support staff directly involved in supporting pupil learning and ten teachers agreed that **staff at any stage in their career assume leadership roles**. One member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed while, one member of support staff directly involved in supporting pupil learning strongly disagreed with that statement. The two comments provided by teachers varied:

- “No difference is made”
- “Although some staff feel it is a daunting prospect”

360° Questionnaire Analysis Data (1d)

Both deputies as well as one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and six teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and nine teachers agreed that **leaders do not necessarily have an officially designated title within the school**. Two members of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement. One teacher provided the comment, “however HT did put up a board with names next to people who lead certain aspects”.

360° Questionnaire Analysis Data (1e)

One deputy, one member of support staff not directly involved in supporting pupil learning and eleven teachers strongly agreed, while one deputy, one member of support staff not directly involved in supporting pupil learning, five members of support staff directly involved in supporting pupil learning and four teachers agreed that **staff in a variety of roles have a leadership position within the school**. Only one member of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement.

360° Questionnaire Analysis Data (1f)

One member of support staff not directly involved in supporting pupil learning and three teachers strongly agreed while both deputies as well as four members of support staff directly involved in supporting pupil learning and twelve teachers agreed that **staff share responsibility for improving the school**. One member of support staff not directly involved in supporting pupil learning and two members of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement in the 360° questionnaire responses. One member of support staff directly involved in supporting pupil learning was very positive in this regard:

- “Yes, this is clear in all areas of education. You really need to work in our school to see the evidence”

The five comments provided by teachers provided further illumination:

- “School development plan”
- “All involved in looking at development plan and looking at ways to improve”
- “Staff are actually involved in the schools development plan and highlight areas for improvement for the next years plan”
- “Staff are very supportive of each other”
- “Some resistance ‘we’ve done that before – it didn’t work’, etc”

360° Questionnaire Analysis Data (1g)

Both deputies, one member of support staff directly involved in supporting pupil learning and eight teachers strongly agreed, while two members of support staff not directly involved in supporting pupil learning, three members of support staff directly

involved in supporting pupil learning and six teachers agreed that **staff play an active role in committees and groups charged with making important decisions**. Two members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. One teacher responded that, “we do not make the important decisions”. One member of support staff directly involved in supporting pupil learning responded that staff made “some decisions but not important ones”.

360° Questionnaire Analysis Data (1h)

One member of support staff directly involved in supporting pupil learning strongly agreed, while both deputies, one member of support staff not directly involved in supporting pupil learning and eight teachers agreed that **staff are supported when they have used their initiative to intervene when they feel this is necessary, even when the outcome proves problematic**. Four members of support staff directly involved in supporting pupil learning and five teachers neither agreed nor disagreed with that statement. Two teachers disagreed while one member of support staff directly involved in supporting pupil learning strongly disagreed with that statement. The comments provided varied. One of the deputies illuminated their response with the comment:

- “With the majority of staff”

The member of support staff directly involved in supporting pupil learning who strongly disagreed with the statement illuminated their response with the comment:

- “Child always before staff”

Five teachers illuminated their responses with the comments:

- “I have never been in this situation”
- “Do not believe staff are fully supported. Decisions are not always openly reached”
- “Unsure. I think this would be the case though”
- “Getting more supportive”
- “Feel we are able to take risks in a supportive atmosphere”

360° Questionnaire Analysis Data (1i)

Two members of support staff directly involved in supporting pupil learning and eight teachers strongly agreed, while both deputies, one member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and six teachers agreed that **staff communicated effectively with each other in the school**. One member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed, while one member of support staff directly involved in supporting pupil learning disagreed with that statement.

360° Questionnaire Analysis Data (1j)

Three members of support staff directly involved in supporting pupil learning and ten teachers strongly agreed, while both deputies one member of support staff not directly involved in supporting pupil learning, one member of support staff directly

involved in supporting pupil learning and three teachers agreed that **staff consulted effectively with each other on new initiatives**. One member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed.

360° Questionnaire Analysis Data (1k)

Both deputies, one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and five teachers strongly agreed while one member of support staff directly involved in supporting pupil learning and nine teachers agreed that **there were clear benefits from having more than one leader in the school**. One member of support staff not directly involved in supporting pupil learning and three members of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement, one of the latter expressing the view that, "Feel there is only one leader (manager)". The five remaining comments provided by the teachers concurred with the headteacher's perspective:

- Different ideas and opinions taken into account.
- Different ideas from different people – have different visions.
- Everybody has their different strengths.
- Each person using their strengths, sharing of good practice.
- The more people that take on board different things, hopefully the more effectively things get done?

360° Questionnaire Analysis Data (1l)

The two deputies expressed the view that:

- I like to believe that improvements are more likely to embed and impact because staff have more ownership and involvement in the development.
- A positive one! Ensuring the quality of learning and teaching and staff are developed as leaders and practitioners.

While one member of support staff directly involved in supporting pupil learning expressed the view that:

- Hopefully make pupils aware of 'Health and safety' in life.

And ten teachers identified a range of impacts ranging from the specific to the more wide ranging:

- Staff have tried restorative approaches.
- Development of global citizenship opportunities throughout the curriculum.
- Children seem to be more enthusiastic about mental maths.
- Eased fears that enterprise is an add-on. Given staff more confidence in using ICT and Smartboard by showing its potential.
- Have worked with others who did not attend sessions to show how philosophy impacts on class work.
- To develop skills in colleagues and thinking skills in pupils.
- It impacts on how and to what extent children are supported.
- Massive impact – improvement in homework within school to support stakeholders at all levels. Social inclusion through the provision of resources, and guidance for homework. Partnerships between.
- Modelling good practice, empowering staff, developing skills, improving learning and teaching.
- I work towards developing the school improvement plan.

360° Questionnaire Analysis Data (1m)

The issue of time resurfaced at a number of points during the third interview as the headteacher reflected on staff responses to the 360° questionnaire item regarding staff being well supported when they do take on a leadership role. Within the eight statements provided by class teachers, three directly referred to time while time was implied within a fourth:

- However, time and flexibility and release of key staff throughout the day would support further. Additional hours can be excessive.
- Not always time given.
- We have to do things in our own time.
- Support is not evident but I am confident it will be given if asked for.

Elsewhere in the 360° questionnaire responses, time also surfaced. In relation to staff consulting effectively with each other on new initiatives, one teacher commented:

- As ever time is an issue, but we work increasingly well together – with less cynicism and negativity.

And, in relation to staff communicating with each other effectively, one teacher commented:

- Much of this is done in an informal way e.g., staffroom discussions at lunchtime, NCCT.

360° Questionnaire Analysis Data (1n)

Only one class teacher strongly agreed while one depute, two members of support staff directly involved in supporting pupil learning and five teachers agreed with that statement. Two members of support staff not directly involved in supporting pupil learning and eight teachers neither agreed nor disagreed, while one depute, two members of support staff directly involved in supporting pupil learning and one teacher disagreed. The variation in the comments provided by a number of staff to illuminate their responses was significant. Two members of support staff directly involved in supporting pupil learning stated:

- “Only certain people are asked to assume leadership”
- “We all are leaders in different parts of our jobs”

Ten teachers stated:

- “Not all staff”
- “Unsure if all staff are willing”
- “It is not clear to me that all staff are willing to do this”
- “I believe that certain people are encouraged to take leadership roles”
- “But only certain people are encouraged to do so”
- “Some are but many lack confidence in putting themselves forward for such roles”
- “Some staff are happy not to take a leadership role within school”
- “I think this will come as leadership begins to filter throughout the staff. Fear of the unknown for some”
- “Getting there – yet feel this is because of positive role of Ch. Ts, demonstrating how to take this role on”

- “All staff participating in presentations of sharing good practice”

360° Questionnaire Analysis Data (1o)

Both deputy heads, one member of support staff directly involved in supporting pupil learning and ten teachers responded to the 360° questionnaire that **they played a leadership role**. Each of those individuals was able to identify what their unique leadership role was, and how they came to have a leadership role. Four teachers made mention of their engagement in the Chartered Teacher programme. Only two class teachers identified that they had initiated their leadership role arising out of their own areas of interest: “so I suggested I take it on”; “was interested and wanted to develop that interest”. Two support staff not directly involved in supporting pupil learning, five support staff directly involved in supporting pupil learning and five teachers responded that they did not play a leadership role.

360° Questionnaire Analysis Data (1p)

Within the 360° questionnaire responses, both deputies, two members of support staff directly involved in supporting pupil learning and three teachers strongly agreed while one member of support staff not directly involved in supporting pupil learning and six teachers agreed that **staff are empowered when they do take on a leadership role**. One member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and five teachers neither agreed nor disagreed with that statement. One of the two comments provided by a teacher to illuminate their response was very insightful in this regard:

- “Staff feel supported, personally I have found support of SMT invaluable and you have to have this in order to facilitate the role you have”

360° Questionnaire Analysis Data (1q)

One deputy as well as one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while one deputy as well as one member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and twelve teachers agreed that **staff were actively engaged in decision making processes within the school**. Two members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. Of the six comments provided by teachers, there was wide variation in relation to their responses to that statement as illustrated by the following quotations:

- “Developing, each year there is more opportunity for us to help make the ‘big’ decisions. Staff are strong and very good at this”
- “HT heavily involves staff in all aspects of school decisions, extended management team”
- “Some staff are involved in some decisions”
- “Some staff – not all staff are always involved”
- “Discussion about School Development Plan”

360° Questionnaire Analysis Data (1r)

However, only one teacher strongly agreed, while both deputies, one member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and nine teachers agreed that **staff question established rules, procedures and practices within the school**. One member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and five teachers neither agreed nor disagreed with that statement. Of the two comments provided by teachers, they shared the theme of a hierarchical nature to leadership:

- “Most times we are allowed to question, but big stuff, like pace of testing etc, is not up for negotiating”
- “We would only have the opportunity to question some – the big ones – testing etc, are not up for negotiation”

360° Questionnaire Analysis Data (1s)

One deputy and four teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and six teachers agreed that **staff critically evaluate school policy**. One deputy, one member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and two teachers neither agreed nor disagreed with that statement. One member of support staff directly involved in supporting pupil learning and three teachers disagreed with that statement. The comment provided by one of the deputies made a clear distinction in terms of the degree of staff involvement:

- “They do for Standards and Quality and SIP, but not policies”

The five comments provided by teachers provided further illumination:

- Opportunities at staff meetings and inset days to analyse and discuss.
- Using HGIOS.
- Discussion/review of school development plan.
- Staff are involved in critically evaluating the development of the school but not school policy – this does influence policy though.
- Staff are only involved in policies relating to their working parties.

360° Questionnaire Analysis Data (1t)

One deputy as well as one member of support staff directly involved in supporting pupil learning strongly agreed, while three members of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and seven teachers agreed that **there was a shared sense of accountability for what goes well and for what goes wrong** within the school. One deputy, two members of support staff directly involved in supporting pupil learning and six teachers neither agreed nor disagreed with that statement. Two members of support staff directly involved in supporting pupil learning and one teacher disagreed with that statement. Of the two comments provided by support

staff directly involved in supporting pupil learning, there was quite a difference in opinion:

- “Very little feedback when things go well”
- “Working as a team is evident in this school. Everyone works well together and supports one another working for a solution in all areas”

360° Questionnaire Analysis Data (1u)

Within the 360° questionnaire responses, one depute as well as one member of support staff directly involved in supporting pupil learning and five teachers strongly agreed, while one depute, two members of support staff not directly involved in supporting pupil learning, four members of support staff directly involved in supporting pupil learning and ten teachers agreed that **staff regularly suggest ideas for improving what happens within the school**. One member of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement.

360° Questionnaire Analysis Data (1v)

One depute and five teachers strongly agreed, while one depute, two members of support staff not directly involved in supporting pupil learning, five members of support staff directly involved in supporting pupil learning and nine teachers agreed that **staff regularly propose and implement new ways of doing things** across the school. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. Three teachers provided comments to illuminate their response:

- “Working parties”
- “Staff are actively engaged in proposing and implementing new ideas for their own practice. Curriculum for Excellence ideas have been taken on board”
- We need to ensure however that we have an active enquiry approach to ensure these initiatives are worthwhile. Reflection and evidence – informed practice is key”

360° Questionnaire Analysis Data (1w)

Only one member of support staff directly involved in supporting pupil learning and one teacher strongly agreed, while both deputies, one member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and twelve teachers agreed that **when staff proposed new ways of doing things, those ideas were then implemented**. One member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and two teachers neither agreed nor disagreed with that statement. The two comments provided by members of support staff directly involved in supporting pupil learning were very positive in this regard:

- “We are always encouraged to try new ideas”
- “Yes, evidence is in how the school has moved forward”

The five comments provided by teachers varied:

- “Always”
- “Ideas are always listened to and encouraged”

- “Staff are encouraged to develop their own practice”
- “If possible, staff encouraged to come up with ideas etc, not always feasible to implement them. However, SMT supportive”
- “Still some resistance”

360° Questionnaire Analysis Data (1x)

Three teachers strongly agreed, while both deputies, two members of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and nine teachers agreed that **staff use their initiative to intervene when they feel this is necessary in the school**. Three members of support staff directly involved in supporting pupil learning and two teachers neither agreed nor disagreed with that statement. Three of the five teacher comments provided illuminated the responses:

- “Only in relation to their own practice”
- “Confidence is growing”
- “And are mostly well supported by SMT”

360° Questionnaire Analysis Data (1y)

Both deputies and four teachers strongly agreed, while two members of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and ten teachers agreed that **there was a sense of shared leadership among staff** within the school. Two members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement in the 360° questionnaire responses. Only one member of support staff directly involved in supporting pupil learning disagreed with that statement. The comments provided by teachers to illuminate their responses suggested that a sense of shared leadership was still developing:

- “This has developed over last 2 years”
- “This is developing”
- “Developing, we are beginning to work in this way, collaborative enquiry has helped staff to see that they are capable of taking leadership role”
- “Mostly, however there are areas where a more varied section of staff could be included in this process”
- “All staff are encouraged to share ideas/good practice, lead in own classroom”
- “During inset days and CPD’s staff lead initiatives”

360° Questionnaire Analysis Data (1z)

Within the 360° questionnaire responses, both deputy headteachers as well as the teaching staff did make **a distinction between leadership and management**. To a lesser extent, support staff directly involved in supporting pupil learning made that distinction and to a much lesser extent, support staff not staff directly involved in supporting pupil learning did so too. Management was aligned to more functional and operational aspects. Leadership was aligned to strategic aspects, school improvement processes and individuals being given or taking on lead roles. Participation in ‘working parties’ was specifically identified by one deputy, four of the

six support staff directly involved in supporting pupil learning and eight of the fifteen teachers. 'Leading working parties' was identified by three teachers. 'Sharing' with colleagues in relation to 'ideas', 'initiatives' or 'new initiatives' or to 'good practice' and 'expertise' was identified by two support staff directly involved in supporting pupil learning and by seven teachers. 'Leadership within the classroom' was also identified by three teachers. 'Leadership in supporting probationers' was identified by one teacher.

360° Questionnaire Analysis Data (1zz)

One member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and two teachers strongly agreed while one depute, one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and eight teachers agreed that **staff perceived a clear distinction between leadership roles and management responsibilities**. One depute and four teachers neither agreed nor disagreed, while two members of support staff directly involved in supporting pupil learning and one teacher disagreed with that statement. Both comments provided by the deputies and two of the comments provided by teachers to illuminate their response were insightful in this regard. The deputies felt:

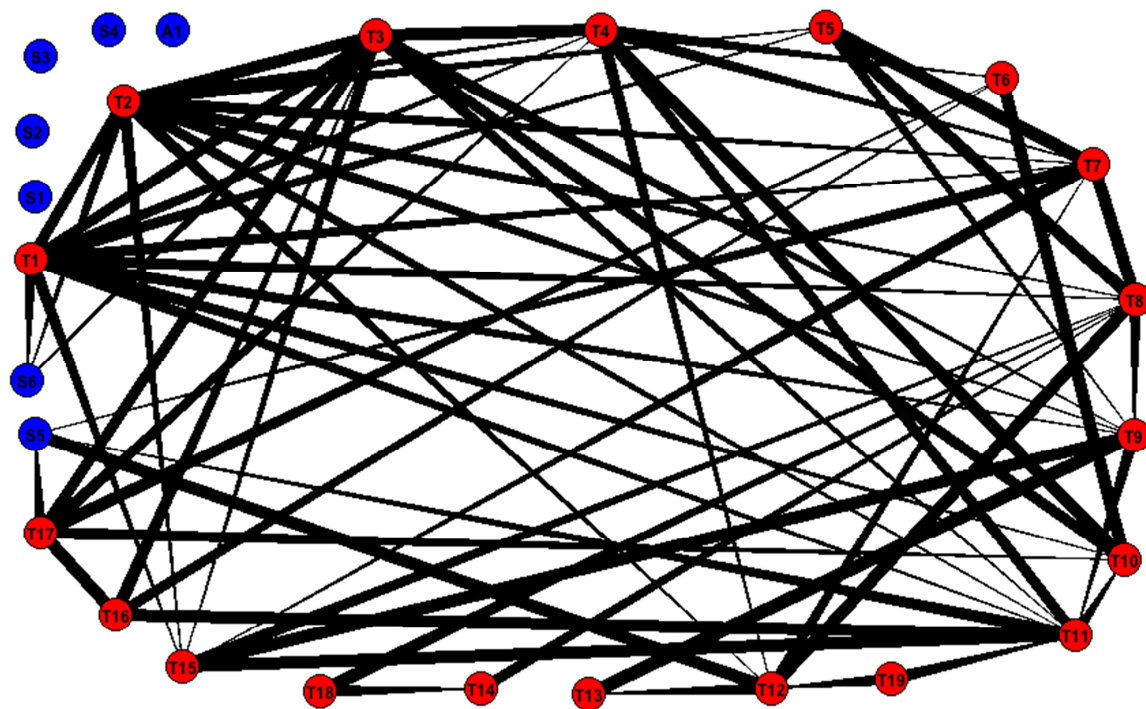
- "Not sure"
- "Most do – but a few are willing and able to take on additional responsibility"

While two of the teachers felt:

- "Not sure about this. I see clear management roles as things like budget, staffing, having the ultimate responsibility for the school, whereas leadership is more a teaching and SMT role"
- "I feel SMT manage budget/staffing/parents etc, but are also teachers. Whereas we can be leaders without management issues"

Appendix 2e: Case Study 1
Sociograms


First School Sociogram: Curricular Matters



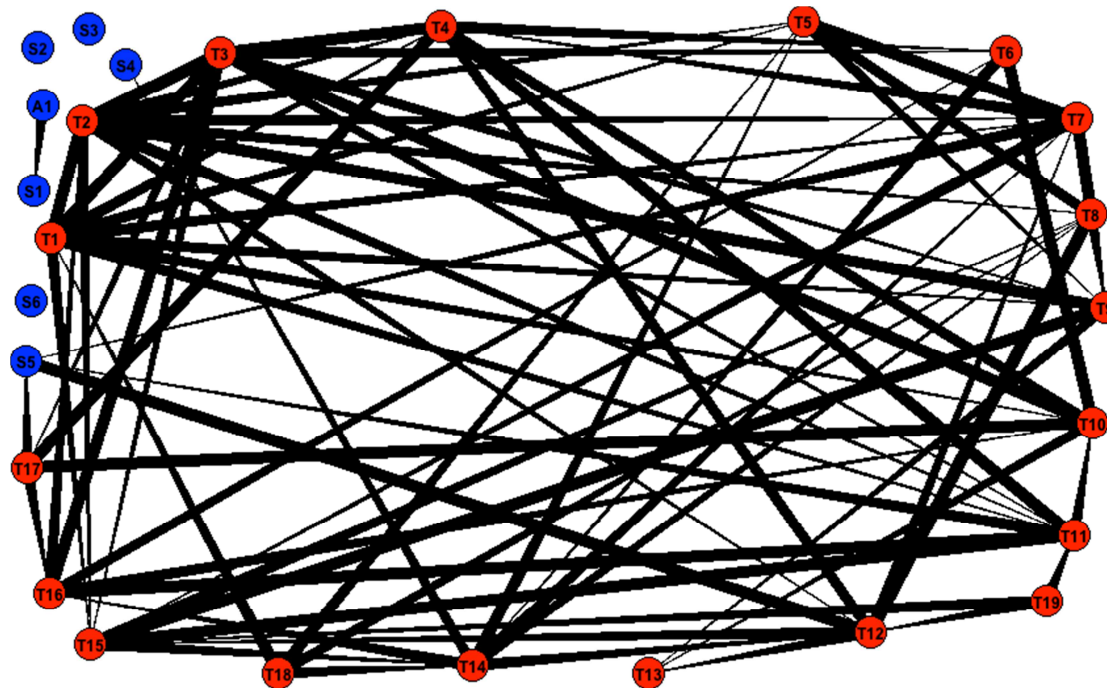
Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


First School Sociogram: Teaching, Learning and/or Assessment Matters



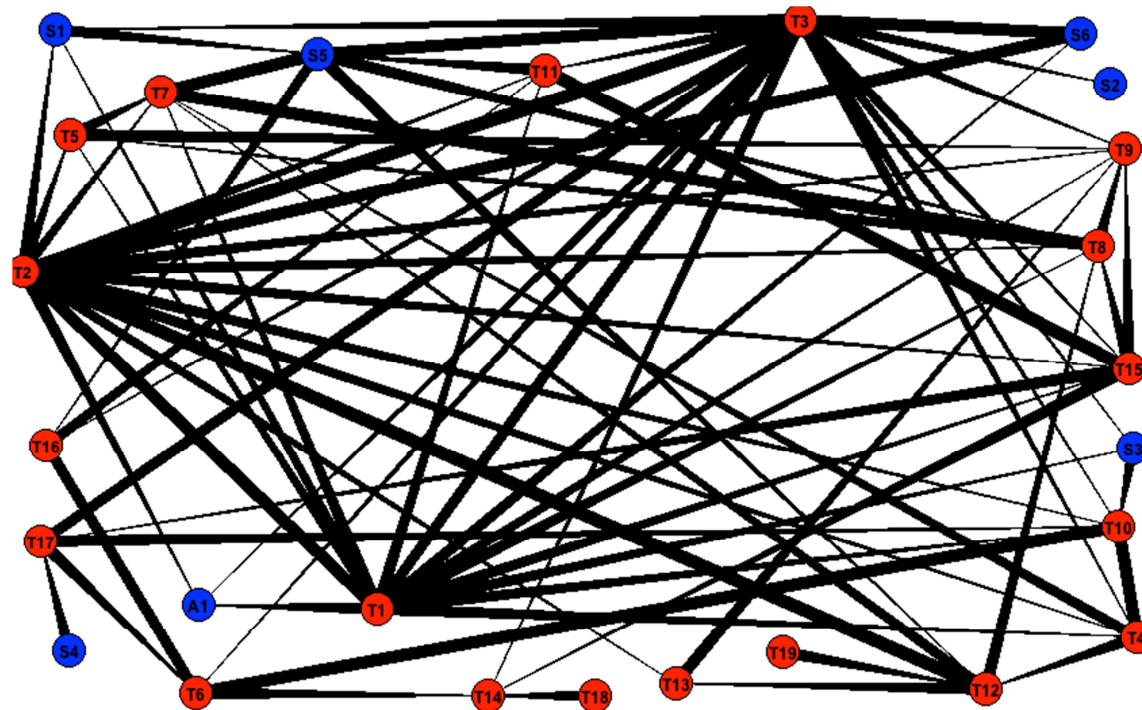
Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff


A Reciprocal Relationship


A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


First School Sociogram: Pupil Care, Welfare and/or Pastoral Concerns



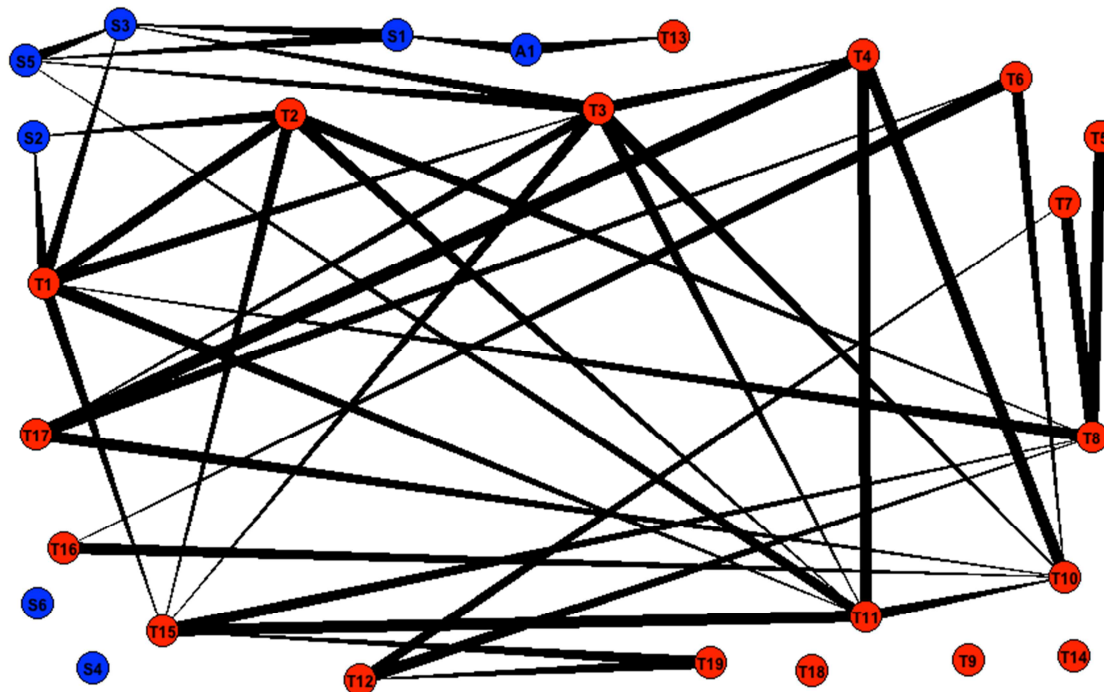
Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


First School Sociogram: Personal Concerns



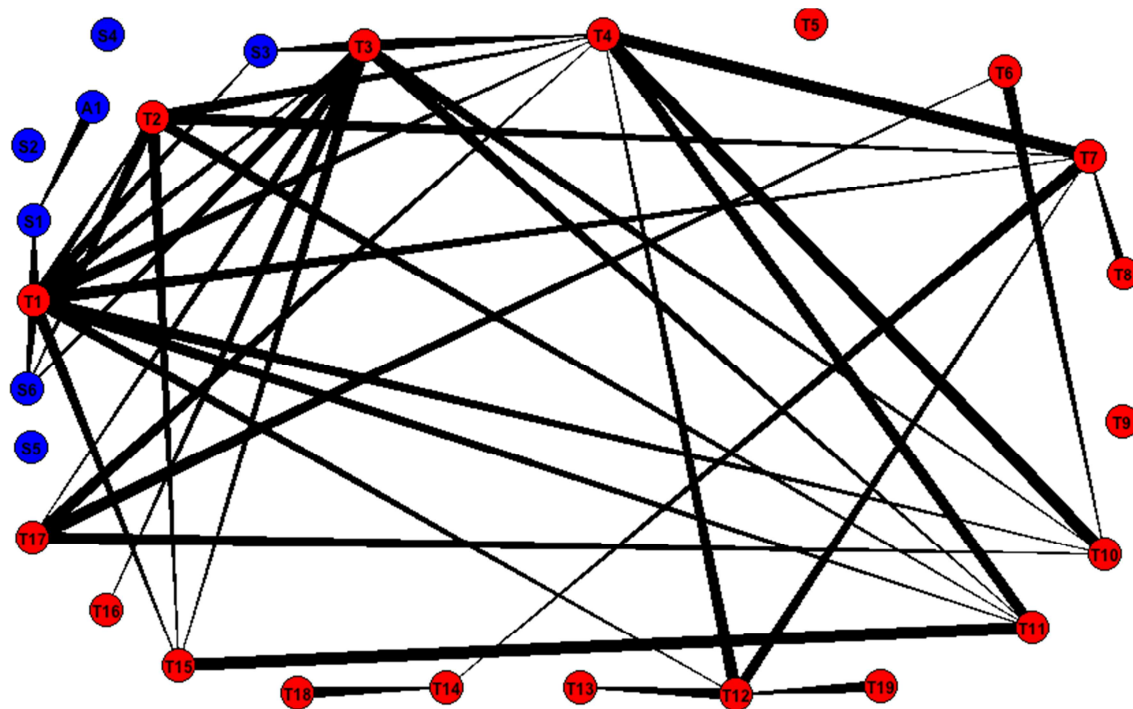
Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


First School Sociogram: Current Role and/or Career Development Matters



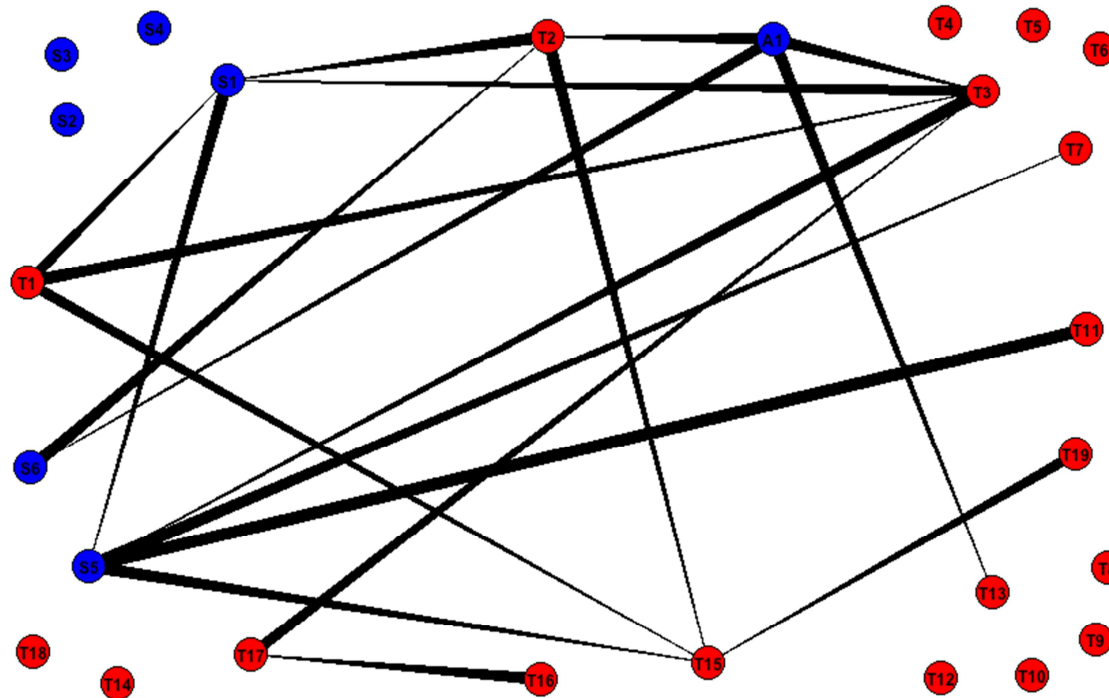
Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


First School Sociogram: Other



Key

T1: Headteacher
T2-T3: Depute Headteachers
T4-T19: Class Teachers
S1-S6: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support

Appendix 3:
Case Study 2 Data

Appendix 3a: Case Study 2

Second Interview Vignettes

Second Interview Vignette (i)

I would say though that they still want to run everything past me. They still have ideas but they still will come and say 'we were going to do this, is that okay'. And so I'm 'of course it is', you know. It's, sometimes I think, is it because they need my permission or is it just because they want me to say 'that's a great idea and just get that little bit of encouragement'? So there's probably a bit of both. So with the support staff yeah I think that I need to be seen to be encouraging of them taking on lead roles.

Second Interview Vignette (ii)

...they wouldn't feel valued any more. They wouldn't feel that they were being allowed to give as much as they could give if they weren't given that sense of ownership of what was happening in the school and being allowed to take things forward where they had seen improvements were needed. ... I think some of my staff would find it really difficult.

Second Interview Vignette (iii)

But I do think my staff are quite confident at coming to me and saying 'you know, right the eco schools committee have suggested this. Could we try it? Could we do it this way?' And 'the health promoting school committee want to do this'. And so in the leadership roles that they have I think they are quite confident in coming and making suggestions of things that we could change in school. But, and even though I'm saying that they, the sort of active learning thing, I feel that I'm going to be driving that more, I'm going to be driving it more in terms of keep putting it on the agenda. But I want the ideas to come from them. And I want then for us to build on the good ideas that they've had. And I think it will take time. It will take a number of years for people's practice to evolve and for their confidence to teach in that way to evolve. So it will take a little bit at a time. So I still want them to make the suggestions. I still want them to come to me and tell me the things that have, or come together and tell us the things that have worked well. And share good practice with one another. And build on that. But I think that's, that's a much longer process. But I think the staff are quite confident at making suggestions.

Second Interview Vignette (iv)

So I think for these bigger changes that needs to come, a lot of the time, I think, that needs to come from someone who's more confident with a certain thing. And whether that's me or, one of the teachers. But in my staff just now I know that it's going to have to be me that's going to have to sort of keep saying to them 'right I need you to try this and' or I'm going to ask them what they think we could try first and how we could start to build it in a bit at a time. So I'm going to try to maintain that they are, through these professional discussions, they are identifying where things are working, 'right that's working, how can we build on that across other areas of the curriculum. How could we use that approach in a different way'. And

that's the way I'm going to go about it. So, for me that's something that we are going to have to go about in that way.

Second Interview Vignette (v)

Every now and again the staff would reach saturation point and they would think 'oh no, can't take any more'. And I would see them wilting and I would see some people getting a bit sort of sharper in their tone and things. And it didn't happen a lot. The staff when I came here knew that things were needing to change. ... And they did have lots of ideas. ... They were more concerned about the pace of change here ... But the staff here, I have put my hands up at times and said 'right, we need to take a little break here and just let things embed for a while and then we'll start thinking about something else in a few months time'. And I probably as part of my experiences early in my headship probably will now maybe go about things a bit more gradually. Maybe because I'll, I'm clearer about what the priorities are in schools just now. So I could probably see it a bit clearer as how we could go about that in a more gradual way. But not too slowly 'cause that's just not me. I don't think I could just let things ponder along for a couple of years. But just being a bit more aware of teachers just needing time to absorb things and build things into their practice before the next thing comes along.

Second Interview Vignette (vi)

I have asked this person to take on a leadership in a particular area of the curriculum this year and it will be interesting to see how it goes.

Second Interview Vignette (vii)

...if they see something needing changed they'll come to me and say 'look this isn't working [own name], do you mind if we try it that way'. 'Absolutely'. And because I'm usually very, I don't think I've ever really just said no. I don't think I've ever just said 'no we're not doing that'. I might not agree with them but sit down and think 'right okay let's have a think about this'. But I've never said no. I've always been receptive to people's ideas and ways of doing things.

Second Interview Vignette (viii)

I suppose for me as a leader in a school, I'm always trying to model the way that I would do it. And hope that it starts to rub off on the other leaders, at whatever level they're at within the school.

Second Interview Vignette (ix)

Well I have a new member of the kitchen staff and I have a new cook, we only have one person in the kitchen. And she's also a primary two parent. And she's just really a lovely enthusiastic person. And she wants, although she's in that kitchen on her own, doing her own thing most of the time she wants to be involved in the life of the school as a parent and as a member of the staff. And when I interviewed her that was the reason why I really wanted her on my staff. Because she just gave that feeling of really wanting to be part of the life of the school. And in a school the size

of this that's what you want. You want a real good quality team who want to all work together. And so, she's only been with us for a couple of months, three months. I don't even know if it's as much as that. And she's keen to be involved with health promoting schools group. She's keen to be involved with our Friday golden time activities ... And she really wants to be involved. I'm not sure that you could say that she's leading anything but she's involved with groups that will impact on the bigger picture of the school, like the health promoting schools group. And yeah she's really keen to be involved.

Second Interview Vignette (x)

So with the support staff yeah I think that I need to be seen to be encouraging of them taking on lead roles. I need to give them the time for it because they don't have staff meetings, collegiate time. They are only in the school for the hours they are set. So when I timetable their time in a year if I've asked them to lead eco schools or symbolisation of the environment is another one that one of the support staff is doing, or health promoting schools, another member of the support staff is involved with that group. I timetable time into their week for that because I think if you don't, then they are, their name might be on the committee list but they are actually not really involved in it. So I make sure that I'm giving them that time.

Second Interview Vignette (xi)

Just incredible [the] amount of things that people would ask me about. And, you know, running things past me all the time. And I think that is less and less. ... So yes I'm still involved in the discussions about wet playtime from time to time or lunch hall or whatever. But I think the teachers are, and the support staff and the office staff are much much more confident in making decisions on their own.

Second Interview Vignette (xii)

In my situation though I only have three permanent, full time members of staff. And I know that I ask them to do a lot in terms of leadership. They are not just leading one thing. They are normally involved in another committee or pupil council or whatever. There is so many different things. Even though we are small we still have the same number of things to do as any school.

Second Interview Vignette (xiii)

But I think the teachers are, and the support staff and the office staff are much much more confident in making decisions on their own. I mean when I first came here I used to get all my mail still in the envelopes on my desk. My admin staff weren't even confident to go through it and fish out the things they thought were important. But now I only get the odd two or three items a day which is fantastic so.

Second Interview Vignette (xiv)

I think that would be a challenge because the chances are if I move into a larger school in the future that I won't have chosen the deputies or the principal teachers and it will maybe take time for us to reach a, a consensus amongst the management

team as to how we are going to encourage this culture of everyone taking on leadership roles and having a shared responsibility. So I am not under any illusion that that may well take time depending on the personalities of the other deputies or principal teachers that are within the management team.

Second Interview Vignette (xv)

In my situation though I only have three permanent, full time members of staff. And I know that I ask them to do a lot in terms of leadership. ... I sometimes will hear headteachers talking at cluster that are in bigger schools, that are saying 'oh my two primary four teachers are leading the eco schools committee. And my two primary fives are leading health promoting school'. And I'm thinking 'that's two teachers leading something that I'm asking one member of my support staff to do'. So my staff are asked to do a lot.

Second Interview Vignette (xvi)

Every now and again the staff would reach saturation point and they would think 'oh no, can't take any more'. And I would see them wilting and I would see some people getting a bit sort of sharper in their tone and things. And it didn't happen a lot.

Second Interview Vignette (xvii)

I think you need to build up a culture in your school where people, it's just the done thing that people who don't have the titles as such take on leadership roles.

Second Interview Vignette (xviii)

So when I came here we started first and foremost by establishing what we were hoping to achieve. So we did our vision, our mission statement. We did our school aims with the teachers, the support staff, the parents, the children and got a real shared understanding of what we were going to do. I came in the January so by sort of March, April time we did a sort of whole school audit of where we were at which was really quite massive and probably far too big. We did it in one day which really you could never audit everything you were doing in one day. But I tried to just get an overall sense of where we were at with everything. And then we set, we wrote our school improvement plan together for the 2007-2008 term. And when we, when we did that we, I then started to also really look at the CPD that the teachers had had and think about well, 'if you are going to be the enterprise co-ordinator what do you really need to know about and what do you need to be involved in so that you can do that?'

Second Interview Vignette (xix)

I just hope that they, they see how important their role has been in the last three years since I've been here. And taking things forward, and changing practice, changing the way we do things for the better. And I, and not, I don't want everybody to think 'oh [name of headship school]'s really came on a long way because [own name]'s been there'. I want [name of headship school] to have improved because of the effort of everyone in here. And I'm always saying that to them. It's not about

me as leader. It's about all of us as leaders. So I really hope that that's what they get out of it.

Second Interview Vignette (xx)

So the other problem I had is that the staff here weren't used to going out to meetings, local authority meetings, cluster meetings. And they, they found that really quite frightening going and speaking at meetings and things. They were, they weren't confident. They didn't think they really had anything to offer to these meetings and didn't really know what they were going to say. So that was a little bit of a hurdle to really encourage them to go along and 'you'll probably find that you know you are doing a lot of things that people are already talking about and that you are maybe just needing to, you know, have a go a few times. And your confidence will be improved'. And they did."

Second Interview Vignette (xxi)

I think my experience from the other, the receiving end of before I became in a position of leadership and management was a very positive one in terms of the headteachers that I had and how they empowered me and allowed me to take things forward within schools. And because that's the experience I've had since my probationary years, it seems quite a natural way to do it for me. It certainly was a very positive thing for me as a young teacher being allowed to take forward things across the school or within the departments.

Second Interview Vignette (xxii)

...did not have SQH background, did not have that way of thinking at all. ... And I really seen a very negative effect because of the change of thinking of the way of bringing about school improvement. It really had an almost full stop to my project because that way of working wasn't taken forward by the new headteacher. ... So if the leader doesn't share the vision of the rest of the staff, of what they are trying to achieve, then it's just as damaging as the leader, as the staff not having the same vision as the leader. And I think that was what the problem was. There just wasn't the same understanding.

Second Interview Vignette (xxiii)

...the staff here were very much used to the headteacher more or less leading everything. They had been given titles such as enterprise co-ordinator and things like that. But they didn't really know what they were meant to be doing with these titles.

Second Interview Vignette (xxiv)

And I think from those two very positive experiences, I've been very keen then to try and do that when I've moved into headship myself is that if I see people who have particular strengths or interests, even though I have a fairly small staff here I feel that I have been able to equip people with the confidence to, to go and have a go at doing things.

Second Interview Vignette (xxv)

I still find it funny because there is still that part of me that feels that if I want something done right I'd probably be better doing it myself. But I've fought against that for a number of years now and I know the benefits of people having ownership of it for taking the lead and things and doing it their way.

Second Interview Vignette (xxvi)

I just want them to see how they are the driving force of all the change that's came about in the school. ... So, em, I just hope that they, they see how important their role has been in the last three years since I've been here. And taking things forward, and changing practice, changing the way we do things for the better.

Second Interview Vignette (xxvii)

I think the one that is always difficult for me and I remember doing my 360 way back at the beginning of my SQH and somebody, and lots of people in their feedback to me was '[own name] likes to do everything herself because she knows that that will get done the best'. And I found it quite funny and I still find it funny because there is still that part of me that feels that if I want something done right I'd probably be better doing it myself.

Second Interview Vignette (xxviii)

I had quite a clear idea in my head of the things we were going to have to do to achieve what I was hoping, my vision for what I hoped to achieve. But, I was very careful in the first meetings to sort of really just share the rationale of it and get them thinking about what we needed to do. And, if I'm being honest we probably got to what I had, I'd already had in mind anyway. ... the essence of what I was hoping to achieve or hoping for us to do was there by the end of those discussions. And then it was just a case of right who wants to do what.

Second Interview Vignette (xxix)

But, they're keen to do it but, they're only human and they need the time to do it. And if somebody isn't, is happy to say 'you yeah that would be great for you to do that but actually you can only do it after five o'clock after you've done everything else' then it's not going to happen. So it's being given the time to do it as well.

Second Interview Vignette (xxx)

I think there are certain, when I look around my staff there are some staff who would be very keen to continue as leaders of different aspects of the school. And would find it really demoralising if a new headteacher was to remove that responsibility or, you know, not encourage it or not facilitate it. There are, there's certainly one teacher that I could see would probably start to step back from it if they weren't encouraged to work in that way. They are not naturally confident as a leader of anything. And they are quite happy really for more to work as a team on things and,

and then take it back to their class and try it out. They are not really, this person's confidence is growing. And I have asked this person to take on a leadership in a particular area of the curriculum this year and it will be interesting to see how it goes. But they would just rather not be leading. I think they would just quite happily be in their own class doing whatever is asked of them but just in their own class. So different personalities amongst the staff would maybe react in different ways. But at the same time those who have got used to leading things and having ownership of things, from my support staff to my teachers and even the children with all their little committees and things like that, I think they would find it really hard to go back, I think, if they got a member of staff, a headteacher similar to the one that I left behind, em, they would probably find that really quite demoralising and I don't know that they would cope well with going back to being told what to do and just everything being top down if that were to happen. I can't imagine that happening but if it were to happen, I think that they would not be able to work in that environment. They would probably find their work really quite, they just wouldn't get a lot from their work if that was the way that the school was going to be run.

Second Interview Vignette (xxxi)

So the other problem I had is that the staff here weren't used to going out to meetings, local authority meetings, cluster meetings. And they, they found that really quite frightening going and speaking at meetings and things. They were, they weren't confident. They didn't think they really had anything to offer to these meetings and didn't really know what they were going to say. So that was a little bit of a hurdle to really encourage them to go along and 'you'll probably find that you know you are doing a lot of things that people are already talking about and that you are maybe just needing to, you know, have a go a few times. And your confidence will be improved'. And they did. And eh, certainly one teacher, she started going to a couple of CPD courses at Edinburgh Uni and different places that I'd found on enterprise across the curriculum. She then went to the cluster meetings of enterprise. And, very quickly she became quite confident in that role and was bringing that back to the staff meetings cause she realised they actually weren't as scary as what she thought they were going to be. Mmhmm. although she was the enterprise co-ordinator in the school it had actually been the headteacher before me that went to all the enterprise co-ordinator meetings. So it really didn't make any sense.

Second Interview Vignette (xxxii)

That's the way discussions have always gone, you know. If people, I still see the first probationer that was here when I first arrived in the January, she was only here January to June and she had a baby recently. And I went to visit her and we had a conversation and she said, we were talking about people leading things and she said 'oh you were, in staff meetings when I was in [name of headship school], as soon as you said you had an interest in something or you liked something, [own name] would be like oh that's good you can do that then'. So she seen even in that first six months that I was a headteacher that I was really keen for people when they showed an interest in something or there was something they were wanted to change, that I was then just putting it straight back to them and saying 'right okay I would really like you to try that and take that forward'. So even in that six month time she remembers that I was like that. So, it's something that the way you speak,

the language that you have, the discussions that you have that you are encouraging people to take on more responsibility.

Second Interview Vignette (xxxiii)

...if I see people who have particular strengths or interests, even though I have a fairly small staff here I feel that I have been able to equip people with the confidence to, to go and have a go at doing things. But either on their own or in little pairs. Or, even across the staff, you know, taking ownership of something and not having me giving them something to do. They decide amongst them how they want to go forward with something.

Second Interview Vignette (xxxiv)

Then I had two members of staff who I gave quite a bit of time out of class to start to look at the draft experiences and outcomes of Curriculum for Excellence. And they went off and had a look at the social science technologies, health and wellbeing. And we had started something in school on rich tasks. ... So we had taken forward rich tasks and it had been hugely successful, parents loved it, children were loving it, teachers were getting a lot of satisfaction from it. So then the two members of staff were given the job of looking at the draft experiences and outcomes for science, social technologies and health and wellbeing. And then they drew up a whole sort of planner, two year rolling programme planner of how we could make key links across the experiences and outcomes to give the children a more sort of coherent learning experience under the umbrella of rich, interdisciplinary studies with a rich task element. And they got so much out of that. They were so pleased with what they had produced. Em, and that's now been implemented fully, this session, 2009-2010. ... So I think, having the whole staff on board first of all and then having two people who saw, who had a strength in, and an interest in trying to pull together the experiences and outcomes built on that.

Second Interview Vignette (xxxv)

...it's a slow process for some people. And to give some, somebody a lead role in something that you know they are probably really going to struggle to put this into place because of their leadership skills not being as good. It is difficult. ... And they are quite happy really for more to work as a team on things and, and then take it back to their class and try it out.

Second Interview Vignette (xxxvi)

...sometimes people who lead things don't make the same progress that you would hope that they were going to make with it. They don't go about it in the right way and other staff are not really on board with it the same as they were, as they should be. So there's always, there are some people who just find it difficult to lead things because of their personalities. And because they are that way other people are not as receptive. ... some people just have a part of their, their interpersonal skills that is not very good. And other people find it really hard to listen to them or to, to be receptive to them. They just tend to not want to do things that, because of the way they've gone about asking.

Second Interview Vignette (xxxvii)

...the only thing that is for myself that you find, probably find most challenging is when you have teachers who just don't want to lead something. And I suppose for me it, my way of getting round that in theory in my mind and to some extent here has been to just try and have a very collaborative approach at times to moving the school forward and making changes and implementing changes. And that, not asking someone to be the leader but actually just moving forward together as a staff. And having certain systems in place so people are sharing practice. And they are leading change but maybe not as obvious in that they are the one that has to speak at the staff meeting. They are the one that has to stand up on inset day and give a powerpoint presentation. They, it's more about leading from where they are in their classrooms and showing, supporting each other as peers.

Second Interview Vignette (xxxviii)

When I look at my support staff I've got three super members of support staff. Em, one in particular who is very able and keen to take on sort of more of leading roles. And I don't think that they would have put their head above the parapet unless they knew that I was going to be receptive to it. And I have maybe planted during their CPD meetings in August and then the follow up in January, I will have asked them things that they are particularly interested in. And in the self evaluation materials that I'd given them prior to our meetings I had put in that a question about is there anything that we're working on in school through our school improvement plan, or anything else that you can see in school that you feel that you could have a positive influence on that you could really take a lead in or be a part of taking a lead in. And that was usually a good in way for me to then have the discussion with them about, you know, I'm, they would maybe write things like 'I'm really quite interested in the eco schools and I'd like to be more involved in eco schools'. And it was like 'right okay then, we can get you involved with the eco schools committee'. And then now, I have two members of support staff who are actually helping each other but they are leading the eco schools committee because the class teacher who was doing it first of all was involved with the interdisciplinary studies part of things. And she's now actually going to be going off soon on long term sick. So I felt well now the support staff had worked with the class teacher for a while, they'd got involved with it. And so now I'm asking them together to lead the eco schools thing. Now I don't know that that would ever happen in a larger organisation with more teachers. But here it seems to be working really well and they were really quite excited about being given that.

Second Interview Vignette (xxxix)

I've got three support staff who are in most of the week. And I said to the teachers 'I'm thinking about asking the support staff if they would like to take the lead role in developing our [Christmas] production this year'. And they didn't have any objection to it at all. ... And so when I said to the support staff 'how would you feel about', they were really excited about it.

Second Interview Vignette (xxxx)

I gained so much from being there, developed so many positive relations. Worked with a staff who weren't the most receptive when I first went. Who, could still be difficult by the time I left. But I had learned, I had developed positive relationships with them.

Second Interview Vignette (xxxxi)

I mean the most powerful thing for me is the discussions that we have. Because if we are having a discussion about 'are we really encouraging or planning for active learning in our classes?', and if we are able to say 'well maybe not 'cause we're still doing this and some children don't like that style of teaching and learning'. And if, it's the conversation we have. And then followed on from that conversation we might come up with a couple of suggestions of things that we could start to try in our classes to try and encourage more co-operative learning, more peer learning, build on AIFL strategies. Whatever it might be. And then what we normally do then is decide that that's what we'll look for when we go in to visit classes. And the way that I do my monitoring here is sometimes I'll do classroom visits but I also have peer visits where I'll cover a class and let the teacher go and do a peer observation. And they go in and they work together in the class. They don't just sit and watch each other. They'll take a group and they'll just, and em, what used to happen when we first started doing that is the peer who had went into the class would then write them a feedback. And they did do it. And their feedback was always extremely positive and really very nice. But this year I decided to use a kind of graffiti wall style where they are actually sitting down and doing a traffic lighting system. And I've used it, when I've done my class observations in term one and I'm now going to ask them this term to do it for a peer visit, and I actually found that much more useful. One it wasn't as laborious as sitting writing a huge big written feedback. And two it was the discussion that went on between me and the teacher after the observation. I didn't actually even complete my sheets until I sat down with the teacher. And we both had a copy of the same sheet and we traffic lighted it together and we jotted down little notes of things that were working well and things that they could maybe do that they'd suggested or we've managed to develop together that might actually improve for the next time I come back. And we maybe look at the same graffiti wall again. So I think it's that whole process of evaluating what you are doing almost on a daily basis. Maybe not recording it on a daily basis but trying to get that mindset into your teachers of thinking about what they are doing. Bringing that back and discussing it all together as a whole staff. Identifying key things that keep coming up across the school that we could maybe try out to improve what's happening in classes. Then in classroom observations looking, whether it be me or the peer, going in and seeing it happening in another person's class. Getting ideas from that and taking them back to their own class as well. And, and these discussions that happen after the observations again are just really building on the discussions that we've had all the way through about what's working well and what isn't and what we can do to make it better.

Second Interview Vignette (xxxixii)

When they come back to a staff meeting and being able to sit and say 'right this is the kind of things that were being talked about. I think this is a really good idea. I think this is something that we could do. What do you think?' Rather than the

headteacher going to the meetings and then feeding that information back to them second hand. And then expecting them then to go ahead and lead it.

Second Interview Vignette (xxxiii)

We sat, we spent a lot of time in collegiate time in staff meetings discussing how we were going to take the Queensland idea and make it our own and then use the ideas that had come from local authority to really evolve how we were going to take it forward.

Second Interview Vignette (xxxiv)

...the one thing that... had not slipped at all was the use of rich tasks. It had still been very well done by all the teachers. ... And the teachers regularly plan together the rich tasks so that they can sort of be creative together and get ideas from each other...

Second Interview Vignette (xlv)

It is difficult. And I want to always be helping them and sort of jivvying them along and things. And then I start to get concerned that I'm actually not letting them lead it. I'm actually telling them what to do. So it is a constant juggling act or sort of a pull on your mind is 'right okay, how much can I tell them and how much can I keep pushing them and how much have I got to step back and let them do it their way even though I know they are probably never going to get there if they keep going the way they are going'. So it is, there is this constant pull of difficulty in my mind as to how much I interfere and how much I don't. It's a bit like the children when they are playing. How much do you interfere with the playing and how much do you just let them play? So, oh I don't know. That's a very difficult one.

Second Interview Vignette (xlvi)

...probably the lowest point in my whole career. ... I felt like the floor had been taken away from me. I didn't know what to do with myself. I was, I just felt like I wasn't valued any more.

Second Interview Vignette (xlvii)

...hamper[ed] my SQH project. ...in the end I actually ended up leaving the school just before the project was completed, or should have been completed. ... And I really seen a very negative effect because of the change of thinking of the way of bringing about school improvement. It really had an almost full stop to my project because that way of working wasn't taken forward by the new headteacher.

Second Interview Vignette (xlviii)

I still find it funny because there is still that part of me that feels that if I want something done right I'd probably be better doing it myself. But I've fought against that for a number of years now and I know the benefits of people having ownership of it for taking the lead and things and doing it their way. And that, that sometimes

has its drawbacks. And that sometimes people who lead things don't make the same progress that you would hope that they were going to make with it. They don't go about it in the right way and other staff are not really on board with it the same as they were, as they should be.

Second Interview Vignette (xlix)

...there is potential for things to go off on tangents and maybe go in a way that you hadn't quite had in mind. ... It didn't, it didn't go into chaos at that point. They were very much clear about what we were trying to achieve and they went away and done it more or less the way that we had decided. There wasn't anyone who went off on a real tangent or anyone who didn't do what they had said they were going to do. So it fell down at points. But that is always a risk if you are letting people go off and do things which I could probably talk a bit more about my own context now.

Appendix 3b: Case Study 2

Third Interview Vignettes

Third Interview Vignette (i)

I've made it quite clear to them. Maybe if I didn't use the language that I used and didn't have the same style of discussing things with, em, the staff they wouldn't be as aware.

Third Interview Vignette (ii)

I think it's a combination of lots of direct and indirect ways of, of speaking with staff and finding out what their interests are and how they would like to be involved. And sometimes that is over coffee in the staffroom or in the corridor when they come to you with a, a something that's sprung to their mind. Or in a formal CPD interview when you are actually asking the direct question about, you know, you've seen the school improvement plan, what would you like to be involved in. So I think it comes from lots of different interactions with your staff. ... a talented headteacher probably finds opportunity for those informal discussions to take place even in larger establishments by walking round and speaking to teachers and support staff. ... I do know my staff very very well.

Third Interview Vignette (iii)

I review all my staff. And as part of that CPD review I do ask them if there are aspects of the life of the school that they would like to be more involved in or even, and take the lead in if they show something, they show something that they are particularly interested in.

Third Interview Vignette (iv)

I knew that to get people to really take ownership of something and to make it a success that they needed to feel like they had been involved with it from the outset. That they had been involved in deciding what had to be done and how it was going to be done. And that they were being allowed to do something that they felt they could really have a good impact, a good influence on. So I, I knew that that was the thinking behind shared leadership, distributed leadership and staff having ownership of it. So that was certainly the way that I was trying to go about it.

Third Interview Vignette (v)

...generally speaking they work well together, they do take on leadership roles and they do support each other when they have, they take on these leadership roles because all of them are doing it. So they are all supporting one another in whatever area they are, they are taking the lead in. So that's just the way it is and, and I know that things have moved forward because people have supported one another. We haven't really had an occasion arise where someone has led something and the other staff have been, you know, not responsive.

Third Interview Vignette (vi)

I just tried to explain to them what leadership looked like and what management looked like. Although I don't actually know the answer myself so don't ask me that. Em, but I tried to say, to give them examples of where a distinction could be made.

Third Interview Vignette (vii)

...the staff here were very much used to the headteacher more or less leading everything. They had been given titles such as enterprise co-ordinator and things like that. But they didn't really know what they were meant to be doing with these titles. It had very much been a case of delegating roles but not actually really empowering people or, you know, equipping them with the skills they needed to take that forward and the knowledge that they needed to take that forward.

Third Interview Vignette (viii)

I don't use the co-ordinator title a lot. I mean for example, the class teachers at the moment, their main leadership role is in the cluster groups that they are working in outwith school. So they are the leaders within our school of literacy and then they are going out and working as part, as a cluster group. I wouldn't, I've never called them literacy co-ordinators or anything like that. ...every single one of them is part of either a committee or a group or both. The teachers are all involved in the cluster working groups. Em, and we have eco committee, health promoting school committee, pupil council which there are adults involved in whether teachers or support staff. So I think that's quite clear to them because I am quite keen on the working party setup and the people working in groups and working together. And so I think, I think that's quite clear to them. ... They are maybe seeing it as discrete roles. ... So that they're, they feel that they have a leadership role within the area that they have the leadership role in. But when it comes to the bigger picture of the school they don't see the leadership being as shared?

Third Interview Vignette (ix)

...very few times I make a decision without discussing it with the staff first. Now there are times and I will be honest where some staff will say or suggest something that I don't agree with. Or there's a split decision and it will have to be me that makes the final decision. And that still happens otherwise we could talk around issues forever and never get anywhere. So sometimes, I might be the one to make the final decision and there might not be consensus. But, they're still involved in the process of that, getting to that point.

Third Interview Vignette (x)

...we definitely look at policies together and formulate policies together, or have done over the last couple of years. So...I think it's mostly likely that the neither disagree or agree are the teachers who haven't really been involved in that 'cause they've only been here, when this was given out they'd only been here a matter of weeks. So I think that's, in my mind anyway, that's why that was there.

NB: It should be recognised, however, that this was an assumption on the headteacher's part, given that she did not know which specific staff had provided each response.

Third Interview Vignette (xi)

The teachers are all involved in the cluster working groups. Em, and we have eco committee, health promoting school committee, pupil council which there are adults involved in whether teachers or support staff. So I think that's quite clear to them because I am quite keen on the working party setup and the people working in groups and working together.

Third Interview Vignette (xii)

...[teachers] do feel empowered to take on leadership roles and that there are a variety of positions, roles, leadership positions in the school. Em, and I suppose there are a lot of demands on the teachers within their own classrooms. And they are encouraged to take on leadership roles. But some of the teachers find that additional leadership roles are very difficult to give their 100% dedication to when they are so in, there's so much going on within classroom teaching and learning development in school at the moment. So I think the teachers see that as their priority and I see that as their priority. So when I'm asking, when they are sort of asked to take on other leadership roles we obviously have to be careful not to overload them. So yes we have them leading literacy and numeracy, health and wellbeing as part of the cluster working groups just now. And they've done aspects of leadership throughout the last two or three years in different areas of the curriculum. Em, but the priority for the teachers just now is definitely what's happening in the classrooms and leading what's happening in there. Em, so maybe they don't feel as strongly about leading something because it's not as apparent to them as it is to the support staff because what they are leading is more what's happening in their own classroom. Just now anyway.

Third Interview Vignette (xiii)

...it's freed up the teachers to continue with teaching and learning in the class. And I think, initially the teachers really appreciated that because [preparation for the Christmas show] is normally a real strain on their time.

Third Interview Vignette (xiv)

I know that my support staff are really, have never been given the level of responsibility that they have been given since they've been working with me, particularly over the last year or so. ... Em, I don't think in any school they've worked in previously they've been asked to take on anything like the level of responsibility or been allowed to use their initiative or, or been allowed to, or felt able to come to the headteacher or the depute or whomever and say 'I would really like to do this or I'd like to be part of it'. Em, and a lot of them had never had a CPD review in their previous schools as well.

Third Interview Vignette (xv)

...that's probably the way I speak to them though. ... we have been talking about shared leadership lots. So I think possibly they, because I've been talking to them about it a lot and highlighting to them where they are leading and why, why I'm really pleased that they are leading and I'm, you know, I'm, I suppose I'm praising them a lot of the time for the leadership roles that they are taking on. That it's really apparent to them and it's so different from what they've done in previous roles and in previous schools.

Third Interview Vignette (xvi)

But now we're into the final week of term and it is all about Christmas and I think they're feeling as though they are missing out a bit on the hoohah that normally surrounds leading up to the Christmas show. ... yeah they, so I think the tension is mostly because for me it's more about it being the Christmas show than about them having any problem with support staff normally having leading roles. Because ordinarily they are, they are really really supportive of the support staff. And they are keen to help them to do well in the role that they have in the school. And, em, they can see that they are doing over and above what the support staff normally are asked to do in schools. Em, but I think just because it's the Christmas show I think that's had, that's why there's been a little bit of rumblings.

Third Interview Vignette (xvii)

[Christmas show]: And what I'm hoping for probably next year is that they will still have quite a strong leading role in it but we maybe should look to see how we can build in the teachers maybe at an earlier stage than the second last week of term. So it's been a learning curve, a learning experience for me as well. Because I thought I was helping the teachers. And in actual fact it's kind of transpired that they appreciated the help initially but maybe we should have asked them to become involved maybe even a week or so earlier than we have. So then they feel part of the whole thing by the time it comes to the show day. So yeah, I think next year we will start off in the same way but we might build them in quicker. Em, and I think that would have probably been more successful.

Third Interview Vignette (xviii)

I think there are certain, when I look around my staff there are some staff who would be very keen to continue as leaders of different aspects of the school. And would find it really demoralising if a new headteacher was to remove that responsibility or, you know, not encourage it or not facilitate it. There are, there's certainly one teacher that I could see would probably start to step back from it if they weren't encouraged to work in that way. They are not naturally confident as a leader of anything. And they are quite happy really for more to work as a team on things and, and then take it back to their class and try it out. They are not really, this person's confidence is growing. And I have asked this person to take on a leadership in a particular area of the curriculum this year and it will be interesting to see how it goes. But they would just rather not be leading. I think they would just quite happily be in their own class doing whatever is asked of them but just in their own class. So different personalities amongst the staff would maybe react in different ways. But at the same time those who have got used to leading things and having ownership of

things, from my support staff to my teachers and even the children with all their little committees and things like that, I think they would find it really hard to go back, I think, if they got a member of staff, a headteacher similar to the one that I left behind, em, they would probably find that really quite demoralising and I don't know that they would cope well with going back to being told what to do and just everything being top down if that were to happen. I can't imagine that happening but if it were to happen, I think that they would not be able to work in that environment. They would probably find their work really quite, they just wouldn't get a lot from their work if that was the way that the school was going to be run. ... And I think that's what could happen to some of my staff here if a headteacher came in who had a completely different style. That they wouldn't feel valued any more. They wouldn't feel that they were being allowed to give as much as they could give if they weren't given that sense of ownership of what was happening in the school and being allowed to take things forward where they had seen improvements were needed. And, given the time to do it as well. It's okay, I mean my staff will say 'yeah I could, I could really have a look at the maths resources and see if we can see whether there's gaps to encourage more active approaches. But, they're keen to do it but, they're only human and they need the time to do it. And if somebody isn't, is happy to say 'you yeah that would be great for you to do that but actually you can only do it after five o'clock after you've done everything else' then it's not going to happen. So it's being given the time to do it as well. So I think, I certainly found it really difficult and I think some of my staff would find it really difficult as well.

Third Interview Vignette (xix)

I think that my staff are very confident in coming to me if they see things that need done. What they probably aren't confident with is where there's going to be a real big impact on the way they do things. ... So I think that there are some things that they will come to me and say 'oh I think we should do this'. And there are. But where there's going to be a big impact on the way they do things I think that takes longer and I think that's more about these professional discussions that we have. ... So I think for these bigger changes that needs to come, a lot of the time, I think, that needs to come from someone who's more confident with a certain thing. And whether that's me or, one of the teachers. But in my staff just now I know that it's going to have to be me ... So, for me that's something that we are going to have to go about in that way. But I do think my staff are quite confident at coming to me and saying 'you know, right the eco schools committee have suggested this. Could we try it? Could we do it this way. And the health promoting school committee want to do this'. And so in the leadership roles that they have I think they are quite confident in coming and making suggestions of things that we could change in schools. ... And I think it will take time.

Appendix 3c: Case Study 2

Fourth Interview Vignettes

Fourth Interview Vignette (i)

I had to help them to understand that they had a part to play in improving the school. And that building their confidence to be able to try new things and have confidence in themselves to take things forward without feeling that everything had to go through me. So it's, there's not one specific thing. It's just all those things together I think.

Fourth Interview Vignette (ii)

...everything based on self evaluation. And everyone being involved in that and being helped to identify how we can improve things in the school. And then through that process people opting in or offering to or being encouraged to take on leadership roles. And when they've done that they've then developed confidence in themselves and have, are quite, then quite happy to give advice or support to one another because they feel secure in themselves. So I think that starting from the basics, basis of the ongoing self evaluation and then people being encouraged to take on leadership roles. And the, in some ways they might be formal things like they are leading the eco committee. Or they may be, you know, the health promoting schools co-ordinator. But it's more than that now. To me it's more about right this is what we need to do, who, who do we think could take that forward, who wants to work together on that. Or are we all going to doing it together as a group. Em, so, I think that it's a culture that's grown over the course of the last three years that's helped people to get the confidence to see themselves as leaders and see each other as leaders and supporters of one another.

Fourth Interview Vignette (iii)

...quite honestly I could not do the job without having other people taking on leading roles. There's no way I could do everything that's expected in a school at this time.

Fourth Interview Vignette (iv)

...not everything has to go through me all of the time. That they are seeing each other as a support network as well and going to each other for advice, em, which you would, in a healthy environment you would hope for.

Fourth Interview Vignette (v)

There's so many things going on in a school all at the same time. So many new developments and there is absolutely no way that I could do it myself.

Fourth Interview Vignette (vi)

When I first looked at this and I seen that T5 and T6 had quite a lot of the thick end I expected that to be [T6] and [T5] because they are the more experienced teachers

in the school. I also didn't expect it to be [T3] who is also a very experienced teacher in the school because [T3]'s interpersonal/ personal skills are not great. And some of the teachers find her more difficult to approach. ... So I wasn't surprised that one of the teachers didn't have as many broad ends as the others. However, I wasn't sure at first whether T3 or T4 was [T3] because T4 didn't have as many broad ends either. So I wasn't sure if that was [T4] or the probationer who again with them being in the school lesson and less experienced, I thought they probably wouldn't have as many of the, the thick ends. So I was quite sure that T5 and T6 would be [T6] and [T5]. Em, I think the one surprise for me there was that T5 didn't have a broad end to me. ... I would say [T5] does approach me for curricular matters or we discuss it as part of our ongoing collegiate time, inset and things like that. So I was a bit confused by that. I'm still not sure I know why that is.

Fourth Interview Vignette (vii)

...the support staff have quite a high profile role in the school. They are very much part of the team. So it was quite nice to see some broad ends at some of the, the support staff that actually teachers go to them and ask for support with curricular matters. So I had expected the one with the two broad ends to be [S2] 'cause she is probably the strongest of the support staff. And so I'd put [S2]'s name beside that initially. But in actual fact it turned out to be the classroom assistant [S1], em, who I wouldn't have said was as up on curricular matters as [S2].

Fourth Interview Vignette (viii)

...the number of reciprocal relationships I thought was, was a positive thing. There's a lot of, you know, sharing of good practice, sharing of, of advice ... when I first looked at this and I seen the amount of reciprocal relationships between me and other staff I thought possibly that, what could be an element of that is that we have this two way discussion rather than it just being me telling them.

Fourth Interview Vignette (ix)

I mean I think for me as a leader in any school that I want to work in I want to create strong teams where people work successfully together for the good of what we are trying to do within the school. And if friendships blossom from that then fantastic. But that's not what I am setting out to do. I am not setting out to make people be friends. I'm setting out to make people work well together. So, you are right, it is, in some ways it's not not, it's not a negative thing that we don't have reciprocal going all over the place.

Fourth Interview Vignette (x)

I think on the whole [the sociograms] confirmed that yes there is shared leadership across the school. There's lots of positive reciprocal relationships between staff. ... there is a sense of shared leadership across the school and that people are seeing each other as leaders in different aspects of things. And that not everything apart from curricular, career development matters, not everything has to go through me all of the time. That they are seeing each other as a support network as well and going to each other for advice, em, which you would, in a healthy environment you would hope for.

Fourth Interview Vignette (xi)

It was the way, the leaders that I have worked with that I have probably the most respect for and I seen having a real impact for the schools they worked in were the leaders who tried to encourage other people to be leaders of different aspects of the school. And it moved the school forward at a much quicker pace. It built confidence in staff who didn't see themselves as leaders and thought they could never do it. And it helped me to become, or not to become because I'm not the finished article, but it helped me to get to where I am. And gave me lots of opportunities. So for me it's, in all the models that I've worked with it's definitely the one that I think is the most effective in helping bring about continuous improvement in schools.

Fourth Interview Vignette (xii)

It was the way, the leaders that I have worked with that I have probably the most respect for and I seen having a real impact for the schools they worked in were the leaders who tried to encourage other people to be leaders of different aspects of the school. And it moved the school forward at a much quicker pace. It built confidence in staff who didn't see themselves as leaders and thought they could never do it. And it helped me to become, or not to become because I'm not the finished article, but it helped me to get to where I am. And gave me lots of opportunities. So for me it's, in all the models that I've worked with it's definitely the one that I think is the most effective in helping bring about continuous improvement in schools. ... Well, I mean obviously through my SQH you did a lot of reading on shared distributed leadership. And any research that I've ever read through doing my SQH made such sense to me. But that, a lot of that was because I was reading things and I could compare it with what I've seen and what I've worked in. And I could see that what the authors were writing, or researchers were writing was absolutely right. Because there was such a lot of what was being said about why you should adopt a shared leadership approach and the impact that it had. That I could actually then say 'yeah I've seen that'. I know that works.

Fourth Interview Vignette (xiii)

As I say I've never really seen that or felt it to be an expectation apart from obviously the standard for headship, we encouraged it and ... Em, so, where was I? Yes, em, I mean the SQH had a big effect on me and it wasn't just the actual course. It was the reading that went on from it and it was the experience of my, my big project at the end. And then very quickly taking that into practice when I came here just towards the end of my SQH. Em, so as I said I've never really felt it as something that's expected but, I know in myself that we couldn't achieve what we're hoping to achieve, level five, level six without doing it. That's, I firmly believe that.

Fourth Interview Vignette (xiv)

...the three permanent members of staff just don't see themselves in a leadership role in terms of principal teacher or depute headteacher. They are happy within this environment, taking on different aspects of the curriculum or teaching and learning. And leading that and working as a team.

Fourth Interview Vignette (xv)

...my feeling is that the support staff can give such a lot of valuable information if you are concerned about a child because they see them in the playground, in the dinner hall. They tend to see if that child is socialising, if they seem happy in their play, that kind of thing. So for me I, if I have concerns about a child yes I will speak with their class teacher. But I will also speak with the other members of staff to see how they are in the other areas of the school. So I see them as being quite important for gathering a, again gathering a full picture of the children. It would be interesting to know [pause] [T6] and [T5]'s interpretation of pupil welfare and pastoral concerns that they've just felt that they would possibly ask each other for advice. And then they would come to me. But they haven't seen it as part of their role to then possibly ask the support staff for the bigger picture.

Fourth Interview Vignette (xvi)

...one of the things that I'm noticing ...is that we've got quite a few of the teachers nominating support staff and the support staff not necessarily nominating them. Which is quite interesting. And I think that probably again just strengthens the, the, the discussion that we were having about the role that the support staff have in the school and that they are really important members of the team. ... I know that the teaching staff will approach our support staff regularly for advice on the handling of different children in terms of whether it be behavioural or to do with their progress and different aspects of their learning. And I know that the, that some of the observations that the support staff make because they may not be quite as, you know, always on, involved in co-ordinating class activities. They have sometimes more opportunity to step back and observe children and I know that the teaching staff use the support staff a lot to give them feedback on how a child, how children have coped in certain learning activities and things like that. So in some ways it's not surprising but it's quite surprising for me that the, the broad line hasn't been reciprocated in some cases.

Fourth Interview Vignette (xvii)

I suppose in some contexts I've worked in the support staff wouldn't see the curriculum as, as part of their role. But yeah, I mean the support staff who are here are heavily involved in eco schools, health promoting schools, symbolisation of the environment, which all relates to curricular matters. So I, that more or less confirms that they see that as part of their role...

Fourth Interview Vignette (xviii)

So there's a mutual respect amongst them. And that includes the support staff. There's nobody in the school that, that thinks they are better than everyone else. I think everyone knows that they can take support from lots of different people to help them to improve what they are doing in their class. So yeah. I don't have anyone in the school who thinks that they have reached the top of their game and that they can't get any better. Never had that. So that's been helpful.

Fourth Interview Vignette (xix)

what I found the most interesting when I started looking at it was actually the support staff. ... I wondered if it was down to what they perceive their job as. So, 'well I don't, I don't do leadership' or whatever. ... maybe [it's some] teachers that will, I suppose it's not giving [support staff] the freedom. It's like 'you will do this' sort of thing. So maybe then they get, you know, a perception that they are not the leader, it's the teacher that's the leader. Whereas I just feel when I work with them, they just seem a lot more, I think mature's the word [laughs], you know. ... you would assume because most of the classroom assistants are attached to a teacher. So you would think the teacher would be saying 'right we're, we're trying out a new plan in this' or, you know, and you just wonder if they're just not communicating at that level with them, you know. ... So the support staff are kind of split down the middle [depending on their role]. And I wonder if that's why we've got this, you know, core of agreement in the support staff but this core of disagreement as well because of their views of whether they play a leadership role or not. ... And I think sometimes it, as the headteacher you have a really different relationship with your support staff. It's kind of a closer, I always think it's a closer one than with your teaching staff. You know, 'cause you are like, you meet beyond the classroom more. So you have this, you know. So maybe it, maybe they, maybe they just don't see themselves as, maybe they don't understand what leadership is, I don't know. They might not. Maybe they've never thought about it before [laughs]. ... So I, I think that would be a really good thing to tease out how they feel around the school and how you feel in the classroom. And does it vary depending which classroom you are in. That would be [laughs] really interesting. ... But do they get to be a leader in the class, I don't know. Probably not.

Appendix 3d: Case Study 2
Extracts From 360° Questionnaire Analysis Data

360° Questionnaire Analysis Data (1a)

Exemplified by the responses to the item relating to the **distinctions between 'leadership and management'**: one teacher responded, "devolved leadership mostly in curricular areas...", while one member of support staff directly involved in supporting pupil learning responded, "Taking responsibilities for tasks you are asked to do...". Similarly, when asked **how they became 'involved in a leadership role'** one member of support staff not directly involved in supporting pupil learning responded, "Part of the role but also delegated from headteacher", while two members of support staff directly involved in supporting pupil learning responded, "Through headteacher asking me if I would take on these roles/responsibilities" and "Asked by headteacher if I would like to take over role", and three teachers responded, "...Role given...", "Through discussion at annual CPD review" and "I was asked...".

360° Questionnaire Analysis Data (1b)

When asked within the 360° questionnaire if **staff are well supported when they do take on a leadership role**, the responses were positive. Three members of support staff directly involved in supporting pupil learning and one class teachers strongly agreed while one member of support staff not directly involved in supporting pupil learning and three teachers agreed with that statement. One teacher neither agreed nor disagreed. One member of support staff directly involved in supporting pupil learning and two of the teachers reported:

- "I have worked in other schools but never felt as valued and supported as I do here."
- "I feel confident that I can go to management and other staff members so I can achieve my best."
- "Due to the small number of staff, this can be more difficult as we can all end up with a large number of external and internal leadership roles."

360° Questionnaire Analysis Data (1c)

Three members of support staff directly involved in supporting pupil learning and two class teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning and three teachers agreed that **staff at any stage in their career assume leadership roles**. Two comments were provided by teachers to illuminate their responses:

- "Leaders of learning in their classrooms."
- "I did my probation year in this school and that is when I first took on HPS co-ordinator role, I still am."

360° Questionnaire Analysis Data (1d)

Three members of support staff directly involved in supporting pupil learning strongly agreed while one member of support staff not directly involved in supporting pupil learning and three teachers agreed that **leaders do not necessarily have an**

officially designated title within the school. One teacher neither agreed nor disagreed, whilst one teacher disagreed with that statement. One teacher provided the comment, "This is only used to give clear indication of role so people know who to contact first".

360° Questionnaire Analysis Data (1e)

Three members of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning and two teachers agreed that **staff in a variety of roles have a leadership position within the school.** Only one teacher neither agreed nor disagreed with that statement.

360° Questionnaire Analysis Data (1f)

Within the 360° questionnaire responses, three members of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning and three teachers agreed that **staff share responsibility for improving the school.** One teacher provided a comment to illuminate their response:

- "I believe we all work together very effectively."

360° Questionnaire Analysis Data (1g)

One member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while three teachers agreed that **staff play an active role in committees and groups charged with making important decisions.**

360° Questionnaire Analysis Data (1h)

Two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff directly involved in supporting pupil learning and one member of support staff not directly involved in supporting pupil learning agreed that **staff are supported when they have used their initiative to intervene when they feel this is necessary, even when the outcome proves problematic.** All five teachers neither agreed nor disagreed with that statement. Only one comment was provided and that member of support staff directly involved in supporting pupil learning felt:

- "We are a close staff and always support each other"

360° Questionnaire Analysis Data (1i)

One teacher agreed and all other staff strongly agreed that **staff communicated effectively with each other in the school.**

360° Questionnaire Analysis Data (1j)

In relation to consultation, one member of support staff not directly involved in supporting pupil learning and two teachers agreed, while all other staff strongly agreed that **staff consulted effectively with each other on new initiatives**.

360° Questionnaire Analysis Data (1k)

Three members of support staff directly involved in supporting pupil learning and one teacher strongly agreed, while one member of support staff not directly involved in supporting pupil learning and three teachers agreed that **there were clear benefits from having more than one leader in the school**. Only one member of staff, a teacher, neither agreed nor disagreed with that statement. Only one teacher provided a comment to illuminate their response:

- This is a very small school so it is important to all feel the responsibility to achieve our goals.

360° Questionnaire Analysis Data (1l)

First, in relation to Item 11 (In this school, staff regularly propose and implement new ways of doing things across the school) when one teacher commented, "It can depend on time of year and workload". And second in relation to Item 19 (In this school, staff critically evaluate school policy) when one teacher commented, "Time is set aside to discuss policies and our opinions".

360° Questionnaire Analysis Data (1m)

Three members of support staff directly involved in supporting pupil learning and one class teacher strongly agreed, while one member of support staff not directly involved in supporting pupil learning and four teachers agreed that staff were willing to take on a leadership role. One member of support staff directly involved in supporting pupil learning provided a comment to illuminate their responses:

- "Small school, few staff, we all do our bit, then some more."

360° Questionnaire Analysis Data (1n)

Within the 360° questionnaire responses, three members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning and five teachers agreed that **staff are empowered when they do take on a leadership role**.

360° Questionnaire Analysis Data (1o)

Three members of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning and three teachers agreed that **staff were actively engaged in decision making processes within the school**.

360° Questionnaire Analysis Data (1p)

Two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning and four teachers agreed that **staff question established rules, procedures and practices within the school**. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. Of the two comments provided first by member of support staff directly involved in supporting pupil learning and second by a teacher, they shared the theme of focusing on school improvement:

- “If I think something could be done more effectively another way I’m the first to say so and the rest of the staff always listen to my views.”
- “As a means of improvement only.”

360° Questionnaire Analysis Data (1q)

Two members of support staff directly involved in supporting pupil learning and two teachers strongly agreed, while one member of support staff not directly involved in supporting pupil learning, agreed that **staff critically evaluate school policy**. One member of support staff directly involved in supporting pupil learning and two teachers neither agreed nor disagreed with that statement. The only comment provided to illuminate the responses was by a teacher:

- “Time is set aside to discuss policies and our opinions.”

360° Questionnaire Analysis Data (1r)

Two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and three teachers agreed that **there was a shared sense of accountability for what goes well and for what goes wrong** within the school. One teacher neither agreed nor disagreed with that statement. One teacher disagreed with that statement. One teacher provided the comment:

- “I think so”

Notably, the teacher who neither agreed nor disagreed and the teacher who disagreed that there was a shared sense of accountability for what goes well and for what goes wrong were the teachers that the headteacher had identified as being “the more experienced teachers in the school”.

360° Questionnaire Analysis Data (1s)

Within the 360° questionnaire responses, one member of support staff not directly involved in supporting pupil learning, two members of support staff directly involved in supporting pupil learning and three class teachers strongly agreed, while one member of support staff directly involved in supporting pupil learning and two teachers agreed that **staff regularly suggest ideas for improving what happens within the school**. One comment was provided by a teacher to illuminate their response:

- “All ideas are listened to and discussed at meetings and outwith.”

360°Questionnaire Analysis Data (1t)

One member of support staff not directly involved in supporting pupil learning and two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff directly involved in supporting pupil learning and four teachers agreed that **staff regularly propose and implement new ways of doing things** across the school. One comment was provided by a teacher to illuminate their response:

- “It can depend on time of year and workload.”

360°Questionnaire Analysis Data (1u)

Only two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and four teachers agreed that **when staff proposed new ways of doing things, those ideas were then implemented**. One teacher neither agreed nor disagreed with that statement. Two comments were provided to illuminate staff responses, the first from a member of support staff directly involved in supporting pupil learning and the second from a teacher:

- “Obviously only new ways that are going to benefit both school and pupils and move forward.”
- “Only when we have all discussed and agreed. An idea may be tweaked before put in place.”

360°Questionnaire Analysis Data (1v)

In addition, two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and two teachers agreed that **staff use their initiative to intervene when they feel this is necessary in the school**. Three teachers neither agreed nor disagreed with that statement. One comment was provided by a teacher to illuminate their response:

- “All opinions are valued.”

360°Questionnaire Analysis Data (1w)

Item 27d: What, if any, impact does that leadership role have on the school? - a member of support staff directly involved in supporting pupil learning answered, “Frees up teachers time to take on other responsibilities.”

360°Questionnaire Analysis Data (1x)

Three members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning and five teachers agreed that **there was a sense of shared leadership among staff** within the school. The first two comments provided by two members of support staff directly involved in supporting pupil learning and the third comment provided by a teacher illuminated their responses:

- “Regardless of job title we all work together. We are a team.”
- “All members of staff have different roles and responsibilities.”
- “We have all been encouraged to take on leadership roles that enhance our CPD and play to our strengths.”

360° Questionnaire Analysis Data (1y)

Within the 360° questionnaire responses, although the headteacher did not think that staff perceived **a clear distinction between leadership and management**, responses from all staff but for two teachers indicated that they did. Management was aligned to more functional and operational aspects. Leadership was aligned to strategic aspects, school improvement processes and individuals being given or taking on lead roles, mainly in relation to curriculum development, and learning and teaching initiatives. ‘Coordinator’ roles were specifically identified by a member of support staff directly involved in supporting pupil learning and by a teacher. ‘Committee’ or ‘working party’ roles were specifically identified by two members of support staff directly involved in supporting pupil learning, by two teachers and by the headteacher. ‘Sharing’ with colleagues in relation to ‘good practice’, ‘supporting staff’, ‘cascading information and strategies’, and ‘collegiate time’ was identified by two teachers.

360° Questionnaire Analysis Data (1z)

One member of support staff not directly involved in supporting pupil learning, three members of support staff directly involved in supporting pupil learning and three teachers agreed that **staff perceived a clear distinction between leadership roles and management responsibilities**. Two teachers disagreed with that statement. The member of support staff not directly involved in supporting pupil learning felt:

- “Management deals with day to day operational priorities whereas leadership roles are for more specific tasks.”

The members of support staff directly involved in supporting pupil learning felt:

- “Leading – taking a responsibility for certain roles within school. Management – again making sure you are managing whatever role in the school effectively.”
- “Management is more operational things, leadership is more of a guiding role.”
- “Management – day to day running of the school. Leadership – leading training. Organising and supervising out of school trips. Being in charge of clubs or committees.”

While three of the teachers felt:

- “Devolved leadership mostly in curricular areas, eco, child protection, enterprise etc.”
- “Leadership can be varied, ie. for just one day of the week, management is more permanent.”
- “I feel I have a support in management that can help with all areas of my career and pastoral care.”

360° Questionnaire Analysis Data (1zz)

Two members of support staff directly involved in supporting pupil learning strongly agreed, while one member of support staff not directly involved in supporting pupil learning, one member of support staff directly involved in supporting pupil learning and three teachers agreed that **there was a shared sense of accountability for what goes well and for what goes wrong** within the school. One teacher neither agreed nor disagreed with that statement. One teacher disagreed with that statement. One teacher provided the comment:

- "I think so"

Appendix 3e: Case Study 2

Headteacher Diary Extracts

1.1 Second Week's Diary Extract

During [T4]'s Professional Review & Development (PRD) meeting in September, she had expressed an interest in leading particular aspects of our School Improvement Plan where she had a particular interest. One in particular, was the development of *Learning at Home* Numeracy Activities. Therefore, prior to the October holidays I asked [T4] if she would like to work with the support staff on INSET day to begin to design numeracy activities that could be carried out at home, the emphasis being on active approaches to learning. [T4] was thrilled by this opportunity and has spent the last few weeks preparing all the materials she needed to make Friday a success.

Feedback from [T4] and members of the support staff has been very positive. They have made significant progress with the project. What was particularly interesting to hear about was the input given by the support staff in the design of the activities and the materials needed to support the activities. ... I felt that this showed the ownership that [S2] has of this particular area of responsibility within the school and how dedicated she is to integrating it across the school, but it also demonstrated excellent team work as the expertise of one other was used to enhance the activity on Friday.

1.2 First Week's Diary Extracts

What do you think you have done this week that has contributed to your efforts to distribute leadership within your school? What do you think has been particularly successful? What have been some of the challenges encountered?

We are currently planning for our Christmas Show this year. Due to interest and enthusiasm shown by members of my support staff, I have decided that this year they will lead the production of the show, normally lead by the teachers. They have been enthused by this opportunity and are already planning for and co-ordinating what needs to be done. The teachers seem quite relieved that they can focus their attentions to the learning and teaching in the class!

Activity this week has begun in earnest with the **auditions**. The support staff members organised the auditions and were very careful in their planning. They had thought that I would want to be involved in deciding which children were selected for key parts, however, I felt that to give them real ownership of this production that they should have a the responsibility of these important decisions.

I was very impressed by how carefully they went about making their decision and how well they have worked together as a team (4). There appears to be a leader emerging among them which is of no surprise, however, this member of staff is taking on this role well and ensuring that she is allowing everyone to have their say.

I feel that the decision to distribute leadership in this way has really enthused and motivated my support staff. Their role in the school is being valued as they have been given this responsibility with my complete trust that they will do a super job.

During the October break I had monitored the writing jotters across the school. In the main they provided satisfactory evidence of pupil progress for Term 1. However, I had some concerns regarding the writing teaching and learning taking place in the Probationer teacher's class. This week I have had a meeting with the probationer's mentor, the P1/2 class teacher, to discuss my concerns. She is keen to support the probationer to improve this aspect of her teaching. The mentor has made a number of suggestions as to ways in which she can support the probationer.

I was pleased that she was keen to take a lead role in discussing this with the probationer and agreeing on a number of ways in which she can support her. Meetings between the probationer and the mentor have taken place, already the mentor has been modelling teaching of writing and they have been planning the next writing lesson together.

Peer monitoring, modelling and sharing good practice are key to school improvement and self-evaluation procedures in our school. By distributing leadership, as described above, I believe I am empowering teachers to learn and support one another to continually improve their own and each others practice.

1.3 First Week's Diary Extract

The teachers seem quite relieved that they can focus their attentions to the learning and teaching in the class! ... I feel that the decision to distribute leadership in this way has really enthused and motivated my support staff. Their role in the school is being valued as they have been given this responsibility with my complete trust that they will do a super job. By distributing leadership, as described above, I believe I am empowering teachers to learn and support one another to continually improve their own and each others practice.

1.4 Fourth Week's Diary Extract

There has been one small issue arose over the last week of a teacher interfering with their ideas, and attempting to tell them how she would do it. The support staff were slightly miffed at this intervention, but after discussion with them, I was able to encourage them to view it more as advice rather than criticism and move on. They appear to have managed this, thus far. With regard to the teacher, I have been very subtle in ensuring that the whole staff are aware of my trust in the support staff and that any advice given needs to be given diplomatically.

This is the first sign I have seen, where some teaching staff are having difficulty with the support staff having a lead role! I am monitoring this situation with interest.

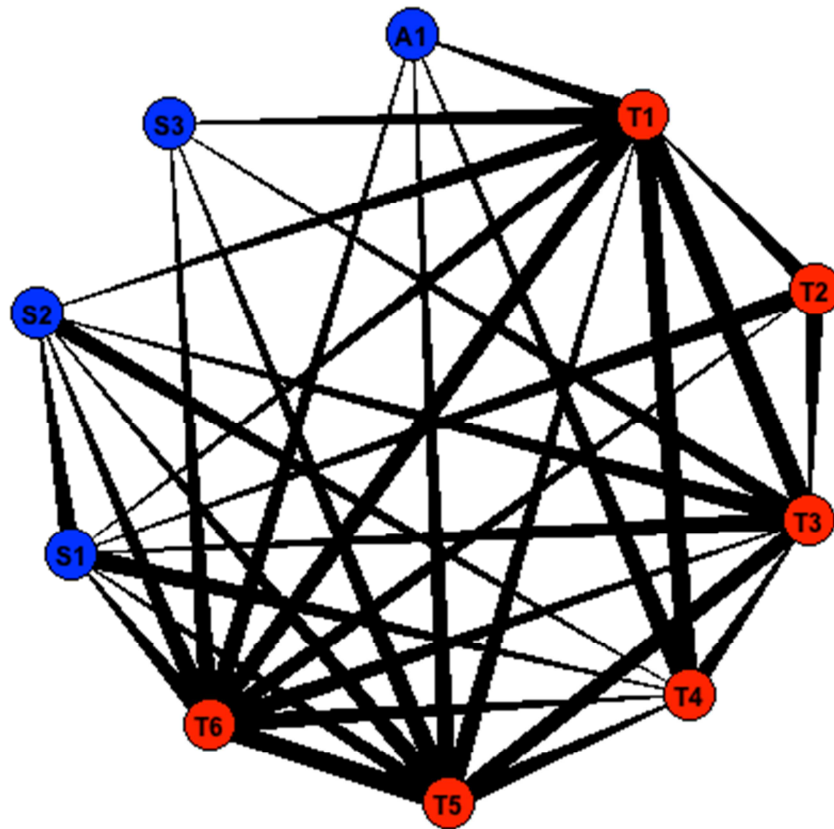
1.5 Fourth Week's Diary Extract

This has also had a knock on effect in terms of leading change within school. Teachers are now feeding back to the whole staff in our school, developments within their Cluster Improvement Group but also more exciting is that they are showing real confidence in their knowledge and understanding of teaching and learning in either Literacy, Numeracy or Health & Well-being. This is coming through in weekly self-evaluations of their own teaching and learning, during peer-monitoring discussions and in whole staff meetings. Teachers are beginning to

emerge as leaders of school developments in these particular areas, e.g. the literacy representative has made several suggestions to me about teaching and learning approaches we could promote throughout the school to support the delivery of the experiences and outcomes. As a result we have developed a Literacy teaching and learning action plan for term 3 and 4.

Appendix 3f: Case Study 2
Sociograms


Second School Sociogram: Curricular Matters



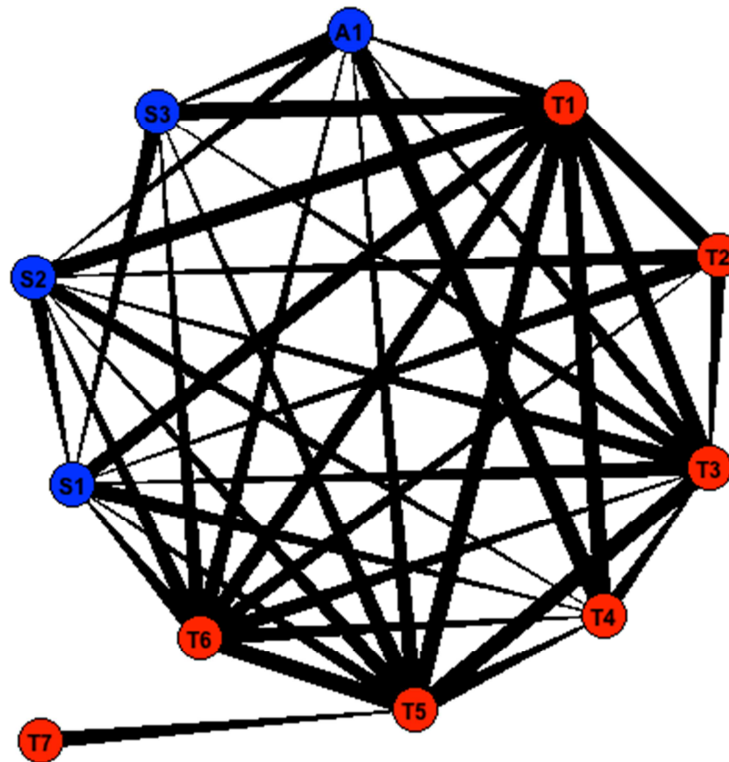
Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff


A Reciprocal Relationship



A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


**Second School
Sociogram:
Teaching, Learning and/or
Assessment Matters**



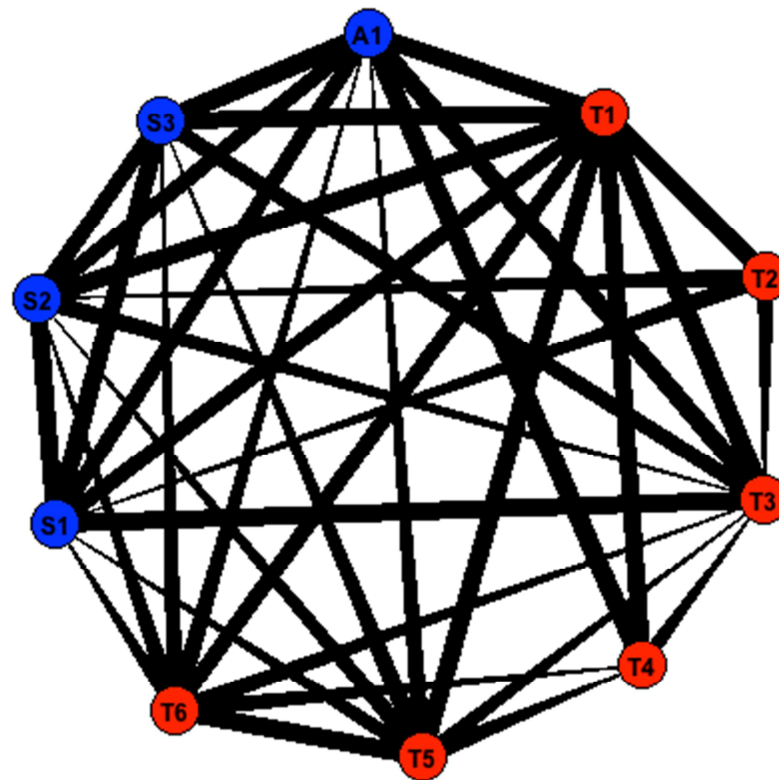
Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff


A Reciprocal Relationship


A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


**Second School
Sociogram:
Pupil Care, Welfare and/or
Pastoral Concerns**



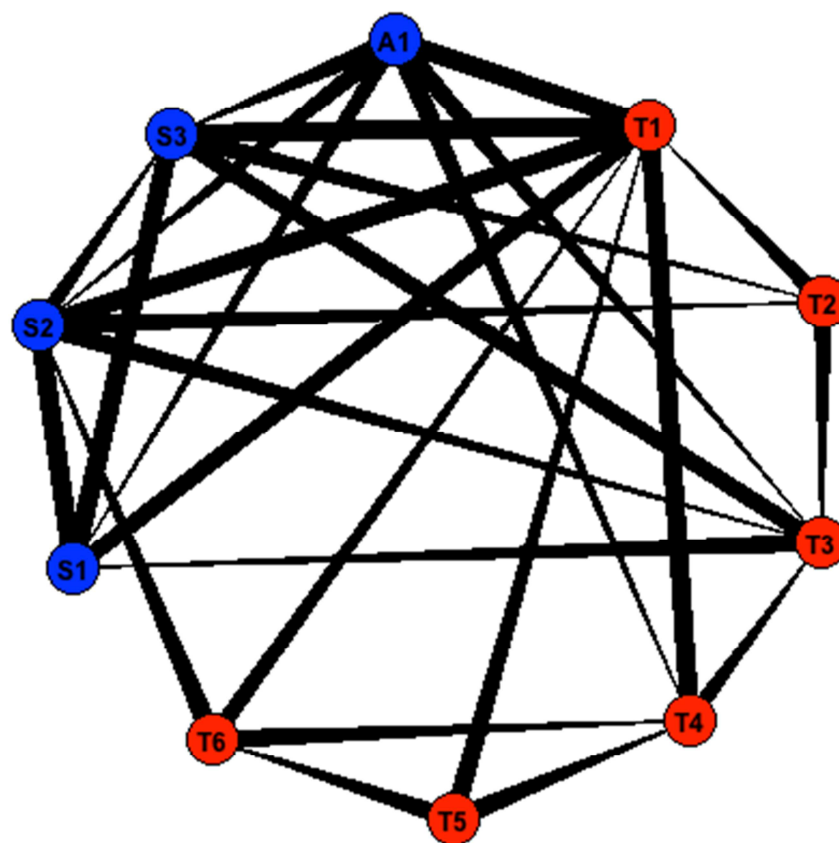
Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff


A Reciprocal Relationship


A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Second School Sociogram: Personal Concerns



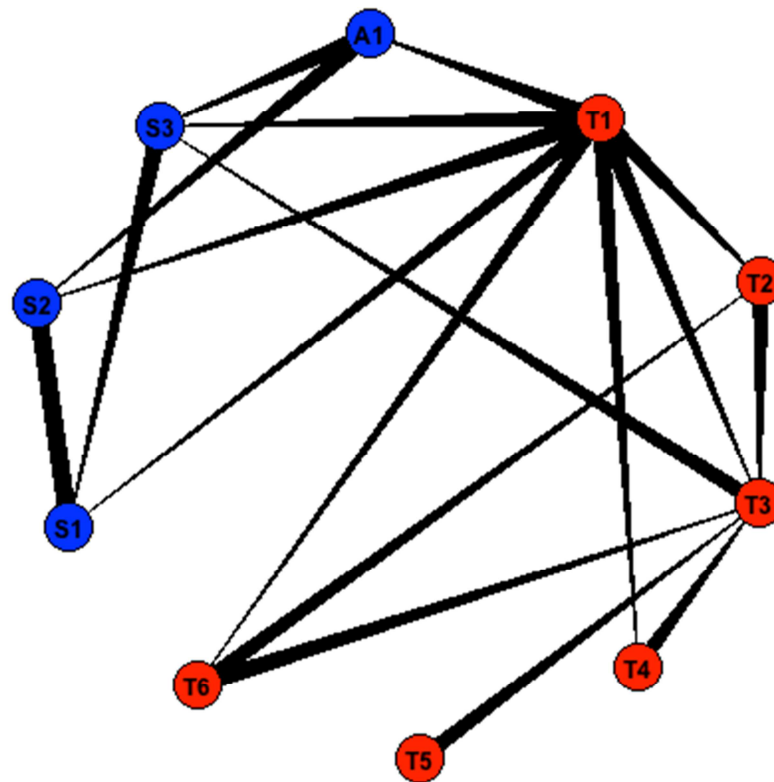
Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


**Second School
Sociogram:
Current Role and/or Career
Development Matters**



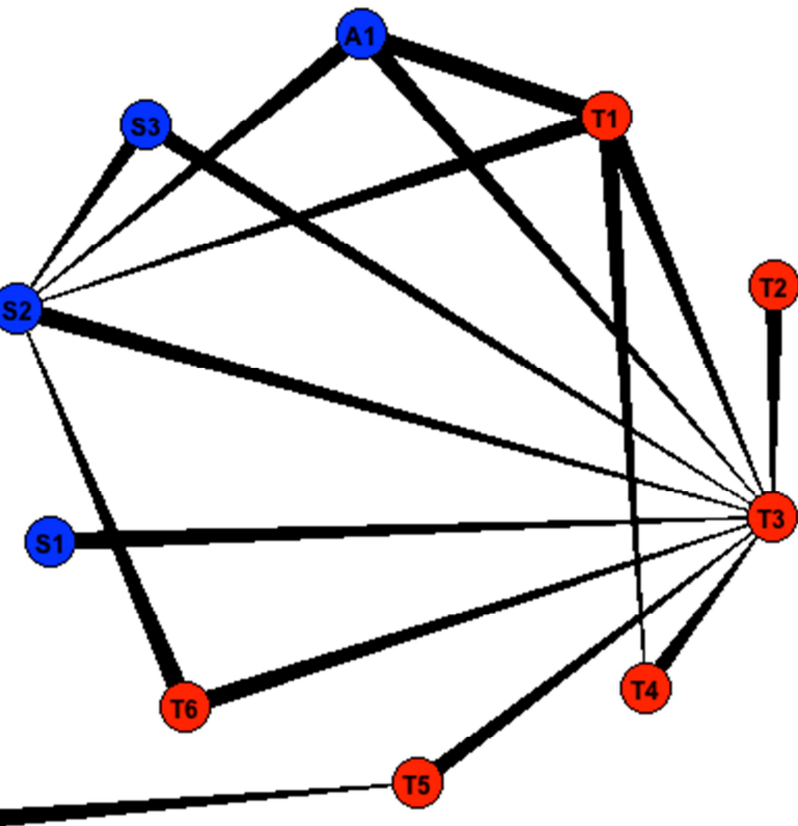
Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff

 A Reciprocal Relationship


 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Second School Sociogram: Other



Key

T1: Headteacher
T2-T7: Class Teachers
S1-S3: Support Staff
A1: Admin Staff


A Reciprocal Relationship


A One Way Relationship: the thick end
illustrating the staff member regularly
approached for advice and support

Appendix 4:
Case Study 3 Data

Appendix 4a: Case Study 3

Second Interview Vignettes

Second Interview Vignette (i)

It's really just about relationships and not delegating as such but leading in a sort of more democratic way and saying 'look this is what we're aiming for, what will we do?'. And make it more of a shared understanding. ... It's friendly. It's collegiate and it's collaborative. ... I suppose we're all equals.

Second Interview Vignette (ii)

You know, if people shrink back into, I think it can happen quite quickly, you can shrink back into a role of 'well I better not do that' and it, and it is all about leadership style. I think some people just can't give up... And I think if anybody were to come in, I don't know how they would undo it actually. If they did I think they would have a really difficult time 'cause I think some staff would just go, you know, and there might be a head to head. But I don't, I don't think it would happen. .. It will change. There's no doubt about that. It will change. Em [pause] but, the reaction of the staff could be positive or it could be negative. And in, I suppose that's where you get the culture of the school changing as well.

Second Interview Vignette (iii)

I suppose I, the one thing I've always worried about ethically is whether it's manipulation or not. Because I do sometimes feel I can, you know, I think right I want that to happen. I know my members of staff and I think the leader has to really know who they are working with. And I know if I go to that person and say that, that person's going to think, you know, so it is kind of manipulation. It's about relationships and about knowing people. And about knowing when to ask for things. So I tend to do a lot of that, you know.

Second Interview Vignette (iv)

Making sure that you, that everybody's got time. And making it really clear at the exit of any activity what the direction of the school is, just reminding people that this is what we said we believed in.

Second Interview Vignette (v)

Oh, it's different at different times. It's, sometimes it's [pause] the leader, when you are standing, you know, when you are standing at the front, saying 'this is what you've said and this here is what the parents have said, the children have said. This is what I think, you know, to do, this is the theory.' So it's sort of feeding in all the background and doing all that lecturing but I suppose you know all the, the rich stuff before you go on. And then, and then it's supporting a group to get organised. Making sure that there is a leader in the group. Making sure that the leader is clear. And then making sure that they know that there's communication, that they can

come to me. ... They would come to me for things like, just, they do come to me to check, you know, but at certain points, you know, this is what we've done. For instance they came up with a questionnaire to send out to parents just this week. Now I came in and it was sitting on my desk, this is what we've done, what do you think, get back to us or not. And I didn't. It was fine. I just sent it back and said, you know, 'get a flyer written out for the parents'. And also making sure 'cause sometimes what teachers forget is you've got to work through the whole school system. So sometimes the office, I'm more in touch with the office than the teachers are. And sometimes the teachers would miss them out. And they are the ones who get the phone call, 'I've got this questionnaire'. And so, you know, I make sure that that, that bit of the communication is done. 'Cause nine times out of ten teachers forget that bit. Not because they are being mean. They just forget it, you know. They would put the letter straight out to their colleagues. I printed it out, you know. Whereas it really has to go through [name of school admin person] 'cause she co-ordinates everything. ... She co-ordinates everything in the school for me. She co-ordinates the diaries and everything. One person, you know. So she has to be given her place. And if she, if she doesn't she lets me know, you know. And I've got that letter sort of thing. So she does all that. So sometimes it's that. Sometimes it's, sometimes I'm the person who's monitoring the work so I'm in there, you know, with the kids. It was a focus group, we did it through a focus group. And I went in, basically with questions which were taken from the design brief just to check that, you know, it was there. Feedback from the kids. I also, sometimes I'm just the manager just ensuring that there's somebody there to, you know, there's a supply member of staff and then there's a timetable there. And those people are released from class to do whatever. So there's lots of different roles that meet in the background. But also just keeping an eye on it in conversation, you know, what's going on. And making sure it's on track. I have never actually had to, with the staff I've got and I'm really lucky, I've never had to go 'whoa, stop'. So that's never ever happened.

Second Interview Vignette (vi)

I think it does depend on the leader. I don't think distributed leadership would grow if you had a whole load of individuals without a leader. I don't know how that would work.

Second Interview Vignette (vii)

...it's making sure that there are leaders in your school. That they are up-skilled so they have confidence and they do lead a school. 'Cause there's nothing worse than having somebody sitting there for twenty years.

Second Interview Vignette (viii)

I think that the headteachers role is you kind of set the ethos for that. And if people feel safe and they can take a risk without you going 'well that was the wrong thing to do' or 'this is the way I want you to do it', or that, you know, then distributed leadership would grow from that I think. ... But actually also saying 'well if it goes wrong I'll be here and we'll sort it out together don't worry about it'.

Second Interview Vignette (ix)

I think [pause] the younger members of staff who [pause] maybe I don't give them, I know I don't give them the leadership role that I give other members of staff because I just don't think their ready for it. And it would be kind of too risky.

Second Interview Vignette (x)

I'll be honest there are people that I work with that I would, I do keep a closer eye on. ... so I think you've got to know your staff and you've got to know where they are. 'Cause they're not all, just at the place in their life or their career where they're, you know, but even the most respected member of staff which is the one's on this [unclear] can make a decision in the heat of the moment and something's happening that maybe isn't the best one.

Second Interview Vignette (xi)

...when I'm working with that young member of staff I'm, I mean obviously I'm telling her what I'm thinking. You know, I think we need to do that or I think we need to, and this is why we do that. And hopefully, it's probably what I had when I was a young teacher, somebody who talked me through it. ... Yeah modelling it, the way you would with children in the class. So, there is that going on as well.

Second Interview Vignette (xii)

But the next one was a design brief and we just said this is the research, this is the background, this is what we said we wanted, who's going to be on the working party? And then we checked back to the design brief on it. And what the teachers came up with was really creative. But they do stick within the design brief. So I suppose that's the [pause] that's the shell they've got to work within. I'm not saying to somebody 'oh just go off and do your own thing, that's great'. 'Cause that's not distributed leadership. But we're working within a, you know, within the design brief I suppose.

Second Interview Vignette (xiii)

The very first staff huddle we had was really interesting because it was very clear that it wasn't a management thing ... So the depute and I thought 'right we'll go in slightly late so it's all up and running before we arrive'. So they never got started. Somebody came down and went 'are you coming to the huddle?'. So we said 'yeah just, we've got one more thing to do and then we'll be there'. So walking up the stairs and one of my valued members of staff, this was two years ago, this was fairly early, somebody who's really really, I mean really good. And I get on really well with her now. She had been acting depute in school before I came. Standing at the top of the stairs it was so, it was classic, it's the first time [name of DHT] and I have ever done anything without talking to each other. We were walking up the stairs and she said 'the huddle started five minutes ago'. So [name of DHT] and I looked at each other. And we turned around and we walked down the stairs. And we went into her office and we closed the door. And then we sat there and went 'oh my god' [laughs]. And I said to her 'why did you do that?' She said 'why did you?' I said 'because they need to know. It isn't about us' I said. And we're not going to be

going chasing them up to go to a huddle and they're not going to be chasing us up to go to a huddle. We're equal, you know. So the huddle went along without us. So fortunately we had a staff meeting coming up and I went through what I was to say. Because I didn't come up with the idea of the staff huddle, it was the staff. I said, you know, and this was the powerpoint and it clearly said it was a choice, staff could go or not. Aha, Mmhmm, and everybody sort of, it was almost like yeah that's exactly what we did. But there they were defaulting to looking for the leader to be there. And now the huddle goes whether I'm there or not. And staff go along to it or not. If they are busy they don't have to. Some staff will go in at break just to look at the bit of paper or add bits to it. Some staff don't go at all 'cause they're quite happy just reading it on a bit of paper. But there are staff who like to be there and, so that was interesting. ... and if we had gone in there and said 'come on now', and picked the pen up, straight away that would have been the wrong message. So it is, but you have to be really clear though. If we hadn't had the values and visions bit I think it would have been a lot messier for me to get my way through that.

Second Interview Vignette (xiv)

...the depute and I sat down in the first month of me taking over and we had our own values and visions meeting where we just put the cards on the table and, 'cause it was difficult because she'd gone for the job as well and didn't get it so it was really, so we had the whole day together. Locked ourselves away in a room, flip charts, bits of paper, you know, and we did the whole 'what do we want the school to look like?' together. So that was really good in that I learned a lot about her and she learned a lot about me. And then we shared it with the staff. And then I think it's the activity, the activities we've done developing and monitoring policy, developing the learning logs, the new LS policy. It's through those activities that we've actually almost confirmed, that actually that is what we believe in. 'Cause look we can see it, we can, we can actually walk into a class and children are fully engaged in what they are doing. It's child centred, it's, you know, kids are reflecting on their work. So you could, it's tangible, you can see it.

Second Interview Vignette (xv)

...every policy since the first policy which was, which was, I suppose it wasn't a real policy, it wasn't a real working party put it that way. It was a working party to get everybody together. And it was looking at resources and spaces in school and that kind of stuff. And we had auxiliaries on it and classroom assistants. And we were all working together. And we revamped it. We did a lot of clearing out of books and we were all doing it together. And that kind of built the sort of capacity and staff to all work together after that. ... Because [the resources policy] was something that everybody has a handle on. Everybody from the member of staff in the office to the janitor. So we could all work on it together. And we had, it was just like three big working parties. And one was looking at how, because when I first started in school the budget was in deficit and the school was just so full of stuff. And I've never been in a school so full of stuff. But people kept buying more stuff. And there wasn't really a policy in the school so people were ordering through the office without even coming to the headteacher. It was like, so no wonder it was in deficit. You know, the whole thing was just, so that was why I did resources. And I thought well this would, but while I was doing the resources I was really thinking about the next thing that we had to do or the next thing 'cause we'd been inspected so there were things that had

to be done. So we started with the resources 'cause everybody got involved. And it was really nice. Because in in-service days we were all working together. So it kind of built that. Well it made me part, well they were already a community but it made me part of them. So it wasn't, it was a working party but it wasn't if you know what I mean. And we got loads done and the school is free of rubbish. And we've got loads more spaces the kids can work in. You know, instead of having twenty five cloakrooms they've only got two main cloakrooms and the rest have been carpeted and painted and made into little spaces. So it's changed the way the school's, school's been used.

Second Interview Vignette (xvi)

I don't think that would be distributed leadership. I think that would just be chaos [laughed]. And I don't, I think there would be no cohesion, there would be no reason, you know, people wouldn't have a shared purpose or shared values... It's about working together. It's not about working on your own.

Second Interview Vignette (xvii)

So we work on design briefs. We have design briefs for working parties. We have, when I first started the first year I was in the school I was on all of the working parties but I'm not now. Just to get to know people and make sure it was what, you know, what I was wanting to happen. And I would hope that with the exception if you went to a member of staff in the school and you said to them 'we want to do this, what would it look like', they'd all have a pretty good idea what I think it would look like. And it's a shared view across the school. So I feel pretty safe to just say 'look this is what we're looking for'.

Second Interview Vignette (xviii)

...one of the things we've spent a lot of time talking about was our collegiate agreement. We only have eight staff meetings a year. It's all we have. And we go at them and we just bang out the details. It's like this is the list and de de de de de, and we go through them really fast. 'Any other business?', no that's fine. You know, because we decided that spending twenty five hours or whatever it was on staff meetings wasn't our, it wasn't in our values and visions discussion. 'Cause if you want to focus on the learning you need to be focusing on the classroom. So we did, we took a lot of the hours, it was about eighteen or something hours. And we put it over to collegiate planning and spent the time in each other's classrooms. ... And the staff have huddles every morning. Now that's not part of the collegiate agreement. That's happened because they value the fact that they only have eight staff meetings. But also see the need themselves. I don't lead them and I don't go to every one, I go to some. ... and I'm very respectful of the huddle. The huddle's about the staff, it's not about me. It's not about me taking five minutes and 'this week I think we need to be really focused on tidying up the classroom', I don't do any of that stuff at all. I go along as a staff member and I never ever write the minute of it.

Second Interview Vignette (xix)

I suppose I, the one thing I've always worried about ethically is whether it's manipulation or not. Because I do sometimes feel I can, you know, I think right I want that to happen. I know my members of staff and I think the leader has to really know who they are working with. And I know if I go to that person and say that, that person's going to think, you know, so it is kind of manipulation. It's about relationships and about knowing people. And about knowing when to ask for things. So I tend to do a lot of that, you know.

Second Interview Vignette (xx)

...this sounds so devious when you say it out loud

Second Interview Vignette (xxi)

...I did find some funny moments when I first took over the school, teachers asking questions. And it drove me nuts. And in the end I thought 'why are they asking me that, have I not been clear, you know, am I talking Swahili or something'. And it was because they did get a row. They would actually be given a row. So they never left the staff meeting without absolutely knowing what it is that the headteacher wanted them to do. You know it was this, they had this need about what do you want me to do about that. And in the end I said to one teacher who really in my opinion should have been out already, in a depute's job or something, and I said, 'do you want me to do it for you because I'm not'. I said 'go away, think about what it is we're wanting to do, make decisions. If it goes wrong it will be fine, we'll sort it out'. I said, 'but I don't think it will go wrong'. You know, and she came to me after and she said 'have I upset you'. And I was like 'no, you haven't upset me'. I said 'but you just need to be making decisions on your own about this. It's what's happening in your own classroom. And it was about active learning. It wasn't anything huge. And that was when she said 'yeah', but she said 'I have had a row before, for thinking', she says 'I thought I knew what I was to do'. And, you know, really I said to her 'I don't, I don't know how it's going to turn out, you know, I don't know the right answers so just go for it'.

Second Interview Vignette (xxii)

So there are some members of staff who have been in conversation with me for three years. And they know exactly, and I know exactly what they're, you know, you could almost second guess what's going to happen. But the new members of staff are maybe not as aware of the culture of the school ... they just do need more support.

Second Interview Vignette (xxiii)

I'm not saying to somebody 'oh just go off and do your own thing, that's great'. 'Cause that's not distributed leadership. ... Well if you go off and do your own thing then you are not part of the community and I don't think you are working to build the community. Whereas distributed leadership is people carrying out activities together that are improving the community on agreed areas. Maybe not everybody totally

agrees 100% with it but it was broadly agreed. Everybody was moving in the same direction. ... it's about working for the community. I suppose that's what it is.

Second Interview Vignette (xxiv)

But the autonomy doesn't exist on it's own. It's not people working on their own, in their own little office or their own little classroom. It's about a community working together but with people making decisions based on what, I suppose it is about a norm. And if you're in a school where distributed leadership isn't the norm then you're not going to do it are you? You're gonna, you might still be making decisions but you'll wait till things are delegated to you or, you know, whatever the style is of the leader I think.

Second Interview Vignette (xxv)

I totally trust [name of school admin person] in my office to organise the diary, organise buses for outings, organise timetables for visitors, you know, all of that stuff. And as long as she knows what's happening when the person arrives or the class leaves or, you know, whereas in some schools I've been in, the headteacher does that. But that takes up an awful lot of your time. You know, so [name of school admin person] does it and we just check in. But I'd never leave her out on a limb. And if a mistake is made it's me, you know. I always take the blame for it [laughs], which is kind of, you know, maybe that's reassuring for staff as well. You know, if it goes wrong [name of headteacher] will take the blame. 'It was me, you know. I said the bad thing.' But we don't have a lot, you know, we don't have a lot of problems. Not that I know of anyway. And then you have those moments where you think [pause] am I just unaware? You know, is there stuff happening here that I know nothing about?

Second Interview Vignette (xxvi)

So we work on design briefs. We have design briefs for working parties. We have, when I first started the first year I was in the school I was on all of the working parties but I'm not now. Just to get to know people and make sure it was what, you know, what I was wanting to happen. And I would hope that with the exception if you went to a member of staff in the school and you said to them 'we want to do this, what would it look like', they'd all have a pretty good idea what I think it would look like. And it's a shared view across the school. So I feel pretty safe to just say 'look this is what we're looking for'.

Second Interview Vignette (xxvii)

...maybe I'm making assumptions about people. But, you know, there are people that I just think I need to be there to help with them or, you know, support them. I'm not there because I don't trust them. I'm there because I just think they, they need a bit more support than other people do.

Second Interview Vignette (xxviii)

...if people feel safe and they can take a risk without you going 'well that was the wrong thing to do' or 'this is the way I want you to do it', or that, you know, then distributed leadership would grow from that I think. But if people are continually getting the face then you are not going to take risks. And it is risk taking for some members of staff, you know it's [pause] I mean for some people it is, you know, 'I've got an idea, let's go with it, I don't know where it's going to go', you know. And to allow that to happen you've got to be em [pause] supportive. But actually also saying 'well if it goes wrong I'll be here and we'll sort it out together don't worry about it'.

Second Interview Vignette (xxix)

...being in a classroom I never, I never had to really think about it. Because that was even at a time where we didn't have classroom assistants or, and I never got the auxiliary everybody else seemed to get. You know, I never got the additional staff to help me. So I never ever, had to really consider leadership 'cause the children do as their told. Nine times out of ten. ... So generally [laughs]. So I never really had to think about it, until that point, until I was put in a position where I had to lead and I knew what I wanted. But it was that conflict, I couldn't get it.

Second Interview Vignette (xxx)

Okay. I think I would start, a way back when I was fortunate to be the, a nursery teacher. I think that's where, my first awareness of other people having leadership roles. You know, I was no longer just a class teacher working in my little bubble. And I had a team of very mature skilled nursery nurses at that time who, really couldn't be led. You know, they were beyond being led particularly by this little girl who had just arrived in the nursery therefore I did at the beginning try to be very efficient and, you know, this is what we're going to be doing and I'd like you to do that. And then quickly realised that things that I was asking to be carried out weren't being carried out. And having to reflect quite a lot on that. ... And basically I was working with women who knew their job, knew exactly what they were about. So, at that point I just sat back and thought well it's okay, I just changed my style altogether. And I suppose it's a little bit of manipulation and just pretended that they were leading me and I needed them to help me and what would that look like. And, you know, at that point I did my first postgraduate course. And I did that deliberately because I really didn't really know where to go with the whole thing. I had really strong staff who could lead themselves basically. But I had a clear vision of what I wanted to do and it wasn't happening. So, went on the course and I actually used a course as a way of becoming the leader in a group. Because, I had to evidence leadership in the nursery within certain contexts. So we sat down and we actually had a bit of a joke. And I said to them, you know, 'I've got to be leaderly, you know, help me to do it'. And before I knew it the whole thing did turn. So I was able to lead and give my vision while giving these other women their place and actually knowing that they would be doing things, as long as I gave the vision bit they would be doing things that would see that vision through. So that was my first ever awareness that it wasn't really just about the teacher. ... That was the first time I ever actually reflected on my work and came to the point where I thought 'it's okay, they'll do it differently from me, it's okay. It's not my nursery. It's our nursery'. And I've kept that lesson with me. And actually I haven't had, too many issues with staff

because I can accept that actually I wouldn't do it that way but I could see why they did. And that's okay. And 'cause I think distributed leadership could become a bit sticky if you've got a leader who really wants it done their way. And then it's not distributed leadership any more. It's really delegation of duty and 'I want you to do it that way'. And that's where you get the conflict. I've never really had a lot of conflict at work. And I put it down to the fact that I do allow people, even though it might not be how I would do it, it's not wrong and it's, you know, and that's okay. So that was my first awakenings I suppose you could say of the whole fact that there was ways to lead and ways to encourage others to lead and then it was okay.

Second Interview Vignette (xxxi)

I liked being a depute em, 'cause you got to, you know, you really got to be almost a foot in both camps. You got to be one of the, one of the teachers 'cause you were in teaching mode. But you also got the management view. ... You know, it was first week in school going 'why am I here'. And I learned a lot about how to work with staff who were quite oppositional. Staff who'd sat in the same chair in the staffroom for twenty years. And that's not joking. I mean what I wanted to do, I didn't, I wanted to rearrange the staffroom. And I know there are people who would have done that but I didn't. And I envisaged a nice table where the chair used to be [laughs]. 'Cause she was right in the middle of the staffroom, it was like queen, queen of all the staffroom. And she ruled, you know, she ruled the staffroom. And it was really about, again it's manipulation and I know it is. But it was really about becoming part of her group. And we were all moving along gradually and then she became probationer mentor which meant I got her out of the teaching group, and gave her an office. You know, and so it's all the little things that you do just to move somebody away from that position where actually she was being quite detrimental to the development of the school. And really her leaders of previous years should have moved her on 'cause she was a leader. You know, she really was a very strong leader but had become so negative because of how she was being treated I think, you know. ... 'Cause there's nothing worse than having somebody sitting there for twenty years. And I think also what, what I gained from that, that particular teacher was, and she did say, she said, you know, 'it's the first time anybody has ever trusted that I would do something', you know.

Second Interview Vignette (xxxii)

I had spent hours, that was my very first ever in-service as a depute. Well you'll have been there, yeah you'll have been there. Spent hours doing that, thought it was great. Went in, thinking that this was what the staff wanted. But no it wasn't. It was what the headteacher wanted and it was on the school improvement plan because he wanted it. So the whole thing was wrong, you know. And I'm standing there talking about accelerated learning and da de da de da, and I looked around the room and I thought 'oh my, they were all sitting with their arms folded'. And I thought 'oh no'. So I just stopped. And I said, 'is this not, is this not what we want?' And the whole thing went ooooh, you know. And that was my first realisation that the school improvement plan was the headteacher's improvement plan.

Second Interview Vignette (xxxiii)

...he really saw it as a battleground with those people. In fact when I asked him 'cause I was on a leadership course at the time, an in [name of local authority] one, and I asked him, I had to, before I went I had to get views on leadership and I asked him what his view on leadership was. And he actually said something like, what was it he said, 'it's like a war of attrition'. And that's how he felt. Because he was getting a really hard time from these people. Because they were stuck and they shouldn't have been.

Second Interview Vignette (xxxiv)

...she was keeping a really close sort of finger on me. You know, you could feel it, you know. And that probably went on for about a year. And I really wanted, I was being delegated to... And that was very much coming from the headteacher. And it really wasn't until the following year where we had built, I suppose she had built trust in me. It took me a while. And then I suddenly thought 'actually I am getting to do stuff here without too much of a problem'. But that particular headteacher could, I suppose I was different 'cause I was a depute. But if I was a member of her staff, I think the pressure would be to do even more as she wanted. You know, and I could feel that from staff. She had a way of just looking at you where you knew this is not what she wants me to do, you know. And we'd get the and there was one day I thought 'right I've had enough of the [gives a demonstration of the look]', and I sat down, I said 'are you happy with that?'. 'Yes yes, aha yes'. I said 'you're not'. 'No no it's okay, it's fine, it's okay'. I went 'no you're not happy', I said, 'cause you went [gives a demonstration of the look]'. I said, 'and that's what you do to me'. I said 'every time I do something that you don't want me to do or, you know, you go [gives a demonstration of the look]'. And she went 'oh', she said, 'I know'. She said 'it's terrible', she said, 'I can't help it'. And it's because probably what she came from, you know, the headteacher was the ruler of, you know. And I said 'look, you know, I try to do things the way I think we would all do them'. And, you know, there was nothing wrong with that'. She went 'no', she said, 'you're right, there was nothing wrong with that'. So we then had, I had opened up a whole conversation with her by that point of the face. You know, and later on I was able to say to her, I was like 'you did the face again, that's why they are not doing it'. And she was like 'oh I know'. You know, and I think it, I think the headteacher has a really key, you've got to, it's the emotional intelligence bit. You know, I don't think everybody ever said to [name of previous headteacher] 'stop using that face because it makes other people shrink', you know. And I don't think she meant for other people to shrink. But she was openly saying to people 'that's not how I want you to do it', you know. And it wasn't okay with [name of previous headteacher] if it wasn't done the way she wanted it to be done. She wanted it to be done her way. Whereas I mean I'm just a different person and I'm quite okay if you do it a different way, it's okay, you know.

Second Interview Vignette (xxxv)

And it was a model that I used with support staff as well which was when I was on this SQH when we were doing the restorative work at [name of previous school]. And it's just really powerful. ... And I think what I want is like everybody working on it so that you, you get more, you just get more done. ... I wanted things to change. I wanted it to look different, I wanted people to be more engaged and, and eh, and feel good about themselves, I suppose. And feel that they could contribute. ...

Because all the lessons I'd learned, 'cause the first time I did it I didn't know. You know, I had the theory and I thought 'right this is what it might look like' but I didn't know it was going to work. And it did. The feedback was really positive. So the next time I did it I was even more, it was support assistants. So, you know, most people would tell support assistants what to do. And again it grew from a problem in the school. It's an area of multi deprivation, you probably know [name of previous school] and lots of challenging behaviour, you know, well lots of behaviour that you just thought 'oh if that had just been handled differently you know'. But also a cultural of 'we bring the child into the depute'. You know, so I'd be doing dinner duty or whatever and I'd have a wee line of boys making fun of me and really the playground assistants had no authority. So how on earth they were meant to, you know, work. So they would just bring somebody into you and then they'd go back out and do their playground duty and bring the next one into you. You know, it was this, I was like 'oh we need to stop that', you know. So anyway we built in time for them during the work hours to come. And we started off just keeping a diary of what we did, how we did it and then we spoke about our diaries. So it came from their work. And then I, because I knew all about the collaborative enquiry theory by then, I was able to do an input with them. And then what we did was we took the idea of a collaborative enquiry and the restorative stuff. And we then kept a diary of what happened when we introduced the five magic questions. And we came back and we met quite regularly. And they probably, they understood because by this point I hadn't done that with the teaching staff in that school. So they were actually quite a skilled little group. And because they were in the playground and the classroom, the dinner hall and the community they really knew these kids, you know. So almost instantly the little queue of kids stopped. The five questions were being asked. And you know, they called them the magic questions because actually it was the group who said, 'these questions are magic, these words, we're not doing anything apart from saying, how will it get better?', you know, all this kind of stuff and we had a lot of laminated cards. And then, we decided that we'd take restorative practice across the school. And they were really keen for that because 'wouldn't it be great if teachers were doing it too. Wouldn't that be just great'. So then we said to them, well I said 'and you're going to do it. You are going to lead the next in-service day on restorative practice'. 'Oh really I don't think we can do that, no. The teachers wouldn't like that'. And I said 'no'. I said 'you're giving your power up again. It's not about teachers letting you, you're going to do it'. So they worked really hard and it was when we first got the interactive whiteboard so again to skill them up we said 'why don't we do on an interactive whiteboard'. And there were two members of staff in the support team who were really good at IT. So they supported the other ones. And we had, it wasn't just restorative stuff we did. We also did person centred planning. We did the whole sort of thing and we started off with 'how does your day start?'. So the teachers were talking about their day and how might the child feel, what might their day be like when they come into your classroom. And all of that we did right from the roots. And then we did the five magic questions and we were asked to do them in the classroom. And it was very low level. And the feedback was really really good. And staff started going to the support staff to ask them. And that was when the feedback, they started saying 'Mrs so and so, imagine Mrs so and so came and asked me'. And that was really really powerful. And then we took it to the pupil body and we did the playground, some people call them buddies, problem solvers, we call them problem solvers. So we trained the kids in restorative practice. And then, by this point the teachers knew about restorative practice so it wasn't embedded in the school but it was there. And then we started mediators and it just kept growing. And because I had the support staff on my side they were there to help it grow. So it was really really powerful. And then of course I em, oh they were

so embarrassed but I put them forward for one of the [name of local authority] excellence awards. ... And they were asked to present at a [name of local authority] behaviour conference. So again they were like 'oh we can't do that'. I'm going 'yes you can'. So they went and they did that. With a lot of support from me. They always wanted me there which was fine. ... And after that I think the support staff, they were, they were more of an autonomous group. They knew they could do it and the teachers knew they could do it as well. And the kids knew they could do it. And we never had the sort of position where you had to get kids to apologise to playground supervisors, you know, for not listening to them. And then we got the parents involved...

Second Interview Vignette (xxxvi)

Getting a bit of um, agreement from people to say well you are going to, this is the journey we are going to go on, do you want to come with me, you know. And there is agreement there, you know.

Second Interview Vignette (xxxvii)

...the monitoring policy that grew out of our values and visions discussion. Where we clearly said that we valued the learner and we valued what happened in the classroom therefore the monitoring policy had to reflect that. So it was a lot of focus on the pupil rather than the teacher. A lot of focus on the pupil experience and what the children thought and, and em [pause] so and actually nobody, you know, we sent out a draft copy of that and nobody came back and said 'I don't like the sound of that. That sounds too scary'. You know, it was all accepted and, because everybody could see where it came from and understand why the group of people who were charged with taking it forward came up with that idea. So it is about shared stuff. Because if it's about just what you want to do ... it has to be about growing a shared, it's about a shared vision. It's about working together. It's not about working on your own.

Second Interview Vignette (xxxviii)

I mean Curriculum for Excellence in our school has been almost effortless. And when I hear other headteachers talking about how difficult it is, I think well why is that? 'Cause it's really quite straightforward. You just get the staff to decide they want to do it [laughs], you know. And I've been really lucky. This girl is actually retiring but she came to me within the first month of me starting at work and she went 'I've got an idea'. 'Go on then'. She actually, she took me round the school and everything. And she was like, 'I would like this to happen and that, we've obviously to do something about that and I would like that to happen. And the planning I think, you know, I'd really like something like this'. And I was like 'come on then that's...' and that's where it all started from. And she's a really positive can do person.

Second Interview Vignette (xxxix)

...it was so powerful because it wasn't just me running about trying to embed a science programme. It was everybody, everybody did it. ... And the difference in the results from the beginning to the end were huge, massive in how much control

the staff felt over what they were doing. How they had enjoyed it and how fast it had developed.

Second Interview Vignette (xxxx)

'Cause look we can see it, we can, we can actually walk into a class and children are fully engaged in what they are doing. It's child centred, it's, you know, kids are reflecting on their work. So you could, it's tangible, you can see it. And I think if anybody were to come in, I don't know how they would undo it actually. If they did I think they would have a really difficult time 'cause I think some staff would just go, you know, and there might be a head to head. But I don't, I don't think it would happen.

Second Interview Vignette (xxxxi)

And, you know, at that point I did my first postgraduate course. And I did that deliberately because I really didn't really know where to go with the whole thing. I had really strong staff who could lead themselves basically. But I had a clear vision of what I wanted to do and it wasn't happening. So, went on the course and I actually used a course as a way of becoming the leader in a group. Because, I had to evidence leadership in the nursery within certain contexts.

Second Interview Vignette (xxxxii)

And then what I did was, I did what I always do, I went back to Uni and I looked for a course 'cause I thought 'I don't know what I'm doing now. I need to learn a bit more about how to get people to work together'. And that's when I did my masters and I did, I looked, I did, I looked at all the research into collaborative enquiry. So I worked with the staff and I said 'again, you know, it was can you help me? you can help me?'. ... So we set up a, it was one of the things we had to do was science. And again we were going to go down the road of 'oh let's make up a new curriculum which is what we always do'. And actually what the staff said was, 'no give us a curriculum, just give it to us'. So I did all the donkey work, got the curriculum in place and their job was, and I resourced it and they all got, their resources were bought. I was given a budget and this was interesting 'cause this was a real lesson for me, given a budget of so many, it was quite a lot of money, spent it, got everything in place. And then the headteacher said 'we're overspent on the budget and you've spent whatever'. And I said 'well you gave me that budget to spend'. You know, and it was this whole sort of, and I don't know whether it was 'cause it was working but he was really annoyed that I'd spent the money. Yet he gave me the budget. It was bizarre. And we did a whole load of research into how people felt under the previous work of the school which was really 'you are going to do that, you are going to do this, you are going to do this, you are going to do that'. And the collaborative enquiry was much more the teachers took the programme, the new programme of work and the resources and they embedded it into their classrooms the way they wanted it. So they had their own little project in their class that they reported back to me on. And that was really really powerful. And we did a lot of work on, we basically embedded the science programme in about six months. Which would normally take you about two years to do, you know. We did it in six months and it was in and the teachers were really really positive about it. And again it's 'cause they did it. And it was so powerful because it wasn't just me running

about trying to embed a science programme. It was everybody, everybody did it. ... And the difference in the results from the beginning to the end were huge, massive in how much control the staff felt over what they were doing. How they had enjoyed it and how fast it had developed. It was, you know, it was like, it was, I mean it was literally six months and it was there and you could see it in the classroom. And but people were doing their own thing. And I remember, I think it was [MH professor] who was talking. And he said 'you give people many doors to step through'. And it was that kind of thing. It was like well you don't have to do it my way but this is what, this is the outcome. And it was my tutor [tutor's name] spent many hours talking to me about that. You know we'd get on the 'phone' and it would be light when we started the conversation and it would be dark by the time we finished and I hadn't had time to switch the lights on. You know that kind of thing. So I think, I think that you can be taught leadership but you have to be reflective enough to know what it is you need to learn. You know, every time I've gone back to college has been when I've gone 'I'm not quite sure what to do here to get the best out of the people in the short time you've got'.

Second Interview Vignette (xxxxiii)

I don't think I'd actually heard the phrase until I went on SQH. And I thought it was something really new you know. But actually it wasn't new, it was what I'd experienced, and hopefully what I'd encouraged others to do. And I think what the SQH taught me was that it was more about the activities you do with people rather than, I think some people think it's delegation. And it really is about building community and about building activities that people feel they can lead within. And they feel comfortable within.

Second Interview Vignette (xxxxiv)

...you know, you can read all the textbooks and whatever and the theory on distributed leadership. But actually seeing it in action is difficult to find. It's difficult to say that's how that happened or, but I think it is about [pause] having a shared culture, a shared set of values and then trying to get everybody to work towards it and actually accepting that sometimes it's going to go wrong and that's okay.

Second Interview Vignette (xlv)

I think it's people who are emotionally aware. It's people who again can engage with the wider staff or children or parents and be almost acutely aware of what they are saying and how they're putting it over and, and I suppose who carry a certain level of confidence. And then from that confidence they get respect. And that's where, again the relationship bit and the trust and then you can, you know, you can see some teachers who can have some really tough discussions with parents, really tough ones. But remain respected and there are other teachers who just fumble over it and you would always be there helping them to do it, you know, 'cause the fall out would just be too [laughs], too awful if you weren't.

Second Interview Vignette (xlvi)

It's really just about relationships and not delegating as such but leading in a sort of more democratic way... I don't ever tell people to do things any more. Unless it's

something like a, an admin task that has to be done and it's like I want them done, get back to me by, you know, so there are times when you do that. But that's just, that's not where distributed leadership lies I don't think.

Second Interview Vignette (xlvii)

I was really lucky that I did have headteachers who would delegate tasks to me. And I would carry out whatever anybody asked me to do, probably with my own little twist. But that's okay. But I did try to do what, you know, they wanted me to do. And I always had headteachers who would do that.

Second Interview Vignette (xlviii)

So, you know there's that bit of distributed leadership where it's not policy and it's not education. It's not, you know, that sort of professional bit. It's the dealing with individuals and dealing with things that happen in front of you.

Second Interview Vignette (xlix)

I can look at other headteachers that I know and I suppose some of them I'm quite worried about healthwise because they don't have, they don't have that ability to say actually I've got twenty odd staff here and they're all leading their own little bit. It's okay, you know, I can stand back and not have to do it.

Second Interview Vignette (l)

..that's the bit of distributed leadership that's difficult and that's the bit that can get, I suppose as a headteacher can get you into a bit of trouble. When people are maybe interacting with parents or children at a level where they are not tuned into that political awareness. That's, that to me, and that's always a bit that we've got to deal with as headteachers afterwards if somebody makes a mistake and a parent's upset or a child's upset....

Second Interview Vignette (li)

I suppose I, the one thing I've always worried about ethically is whether it's manipulation or not. Because I do sometimes feel I can, you know, I think right I want that to happen. I know my members of staff and I think the leader has to really know who they are working with. And I know if I go to that person and say that, that person's going to think, you know, so it is kind of manipulation. It's about relationships and about knowing people. And about knowing when to ask for things. So I tend to do a lot of that, you know. And we do have a joke and it's a joke that's not just in the school I'm in at the moment but in previous schools where staff will laugh and we're quite open about them 'cause they'll say 'you know, you walk up to me and we have a chat about whatever, and before I know it I'm doing...'. So we have, it's that kind of, and certainly that joke started in the school I'm in and it was in a previous school as well. So people know, I suppose that I'm pushing their buttons. But I do it in such a way that's, and we do have a shared vision. We always share, you know, got a shared vision in the school. So I wouldn't be going up and telling people to, I don't ever tell people to do things any more.

Second Interview Vignette (lii)

I think because they trust me and I try, I try to [pause] treat everybody the way I would like to be treated. And I don't ever, it's not really that I'm winding somebody else up to go and do, you know, my bidding for me. It's not that kind of thing. It really is, you know, I was thinking about this. And you get into dialogue and thinking about, and before you know somebody is saying 'oh I could do whatever'. So I suppose it's them. You know, it's just setting the seed. I don't know, maybe people do feel manipulated. But they've certainly not come back to me. And it is genuinely a bit of a joke, you know, here I am again, I've accepted something else. But I think people are actually quite happy to do it because people hopefully feel valued and they see the impact on the school.

Second Interview Vignette (liii)

And I suppose some people just have a bigger spread, you know, physically. And, you know, so they get, I suppose they aspire to leadership roles more than other people. ... just champing at the bit to say 'give me more to do', you know.

Second Interview Vignette (liv)

You know, I was trying to move three members of staff on. One of them did go into the SQH. And two of them would have liked to have but they've just, you know, and they don't know how good they are. They don't, they don't know what level they are working at 'cause they've never worked in other schools...

Second Interview Vignette (lv)

So it is about knowing your staff. But accepting that actually that's just who that person is. You know, it's not a [pause] it's not everybody that can do that confidently I don't think. Therefore you've got to support and you've got to help them. And it's okay. I don't get upset about it if they can't do it [laughs].

Second Interview Vignette (lvi)

...there are times when things happen that [pause] that you don't, you don't want to happen. ... But sometimes, particularly with eh, more established members of staff you do get incidents where you just think 'well, you know, a little bit more insight and you wouldn't have done that, you know'. I'm just, I'm thinking of something that happened yesterday when I wasn't in school. And these things normally happen when you're not in school because people don't, you're not there for people to say 'you know, I'm just thinking, you know, what about'. And they think 'oh I'll just go and do that'.

Second Interview Vignette (lvii)

And I think she needs, I need to have a discussion about political awareness. Because she did something out of probably wanting to help a member of staff but actually what she did wasn't the best thing for the child. ... You know, so that whole

thing, like politically aware zero. ... But totally unaware that she has done anything that could jeopardise the school really. And so we'll have that discussion ... And I think that's a more difficult thing to actually, because you can close down the rest of the work. If I overreact to what this person has done, I don't want her thinking that she's not allowed to make her own decisions and work under that whole values thing. So then what I've got to do is, you know, we are all adults, you don't give people rows. You don't, you don't go there. But, I will be asking her to come to me and explain the pros and cons of what she's done. And actually hopefully she'll see that that's just, and she's the kind of person that I know she will, you know. And then I know that the next time she's in that situation she'll think about the child. ... So, you know, it's kind of, that's the bit of distributed leadership that's difficult and that's the bit that can get, I suppose as a headteacher can get you into a bit of trouble. ... But then how you handle that's quite important because if you are too heavy handed ... then that person is then closed down to other development work you do. And you close down the leadership in the school. So it's a bit of a balancing act.

Second Interview Vignette (lviii)

...there are people who don't want a leadership role. They want to come to school, they want to work just with a class and help out to develop the curriculum but don't ask them to do anything more. And I think you find that in any profession. ... It's okay. I think it, you just have to accept that that person who comes to work does a really good job while they are there but doesn't want to come in and plan the fun day on you know, the 26th which is a day where they might want to come to school, you know, be part of the community. They might want to go to the gala day or they might want to do the, I think it's okay.

Second Interview Vignette (lix)

I've found it quite, I don't know if this is true across the board but a lot of the younger teachers who are coming in don't have that 'it's not my class' mentality. You know, when we, well when I came out a long time ago my class, they will behave at all times. Whereas I think because they give them up for a day and a half or for their non-class contact time, I just don't see that real level of commitment to 'my class', you know. ... I just feel that sometimes some teachers, younger teachers, not all of them 'cause there's one cracking example of a good girl who's just come out of probation but [pause] their duty is to do curriculum and to, and, you know, you almost feel that when they walk out of the classroom they don't have that ownership that maybe some, some of the older teachers have over the kids in the school. And also they don't know the wider community of the school the way the older more experienced teachers do.

Second Interview Vignette (lx)

...if you don't get the shared understanding that's when you get the sort of occasional blip where you think 'no that actually is wrong'.

Second Interview Vignette (lxi)

I totally trust [name of school admin person] in my office to organise the diary, organise buses for outings, organise timetables for visitors, you know, all of that

stuff. And as long as she knows what's happening when the person arrives or the class leaves or, you know, whereas in some schools I've been in, the headteacher does that. But that takes up an awful lot of your time. You know, so [name of school admin person] does it and we just check in. But I'd never leave her out on a limb.

Second Interview Vignette (lxii)

So it's probably taken me three years. I would say it's where, the depute and I sat down in the first month of me taking over and we had our own values and visions meeting where we just put the cards on the table and, 'cause it was difficult because she'd gone for the job as well and didn't get it so it was really, so we had the whole day together. Locked ourselves away in a room, flip charts, bits of paper, you know, and we did the whole 'what do we want the school to look like?' together. So that was really good in that I learned a lot about her and she learned a lot about me. And then we shared it with the staff. And then I think it's the activity, the activities we've done developing a monitoring policy, developing the learning logs, the new LS policy. It's through those activities that we've actually almost confirmed, that actually that is what we believe in. 'Cause look we can see it, we can, we can actually walk into a class and children are fully engaged in what they are doing. It's child centred, it's, you know, kids are reflecting on their work. So you could, it's tangible, you can see it. And I think if anybody were to come in, I don't know how they would undo it actually. If they did I think they would have a really difficult time 'cause I think some staff would just go, you know, and there might be a head to head. But I don't, I don't think it would happen.

Appendix 4b: Case Study 3

Third Interview Vignettes

Third Interview Vignette (i)

I suppose the biggest worry is that you give these people, you know, all that skill building and everything and then you leave and somebody else comes along. And what's going to happen to the support staff if they get a headteacher who doesn't want them to make (pause) and then they've got that sort of double lid on. Which must be really hard to work in. 'Cause they are all very competent people. You know they are, you know, it's a shame.

Third Interview Vignette (ii)

And I don't know, maybe the ultimate sort of distributed leadership model, I don't know if the headteacher would necessarily be sitting here. Do you know what I mean? ... And I think while the head's sitting here, 'the head', 'the management', I think we'll get pretty much what we've always got, you know. And I think it will be some kind of major structural change to the whole system that's going to create a distributed leadership role and, you know... I think that something big like that has to happen before you'll see much of a, a change.

Third Interview Vignette (iii)

...it's those moments where I want them to make the, it's the stuff they bring to me and you think 'god, you know, there's fifteen of you sitting in that room - make a decision'. You know, 'just come to a consensus', you know. And it is that moment where they want me to make a decision for them. And even, you know, even [pause] prior to getting that resolution on the whole classroom situation where everybody's going to go, I know there was one member of staff who wanted to bring it to me just to check. And I know there was another member of staff who said 'no, because that's not what she wants us to do'. And there was that whole sort of, and I don't know whether it's that member of staff who wanted to bring it to me who's actually saying 'well, I'm the communication link with the headteacher' because she's the EIS rep and, you know, 'I'll take this to [HT's name]'. You know, and I don't know if it's that, and she's feeling, you know, I'm just going to be like everybody else here if I don't keep her hierarchy, you know. And that particular teacher is the one who brings a lot of stuff to me.

Third Interview Vignette (iv)

...the core of the staff that's always here are really the ones that are, you know, doing an awful lot of the work, you know.

Third Interview Vignette (v)

Do you know that, that could come from me inadvertently because probably from day one when we did all our values and visions stuff together, I was putting a real

emphasis on, you know, 'cause we had to do stuff for HMI and that kind of thing. And we were writing the monitoring policy for example. And I put a real emphasis on, you know, everything has to be focused on learning and teaching. That's, that's where our focus for the school should be. So maybe they are actually doing what I want them to do.

Third Interview Vignette (vi)

'Cause they did feel that, you know, and I do say that out loud. I'll say 'well if we make a mistake, you know, what's the worst that could happen? We'll put it right. But we could try it'. 'Cause they were really very wary about trying things on their own and, you know.

Third Interview Vignette (vii)

And I do get a sense sometimes [pause] and I suppose it, you know, in the middle of all that hoo ha at the end of term and everything, I suppose even my depute wanted me to just, just do it, you know, just make a decision. And the point I was trying to make was well I could keep doing that but at some point these really simple decisions, should be something that the teachers can sit down together and, and do, you know. So I just took a stand and didn't. And it is really difficult. ... But it wasn't just that. It was actually trying to be involved in it so that you knew who was feeling left out, who was being involved. But not being the headteacher in the, in the group. That was really hard because the minute you're there you just know that, 'the headteacher's there', you know. And again it's the role thing. So it was trying, so I was trying to be there without being there if that, that doesn't make sense but you know what I mean. It's the [pause] I was trying to be [headteacher's own name] there, I suppose, the individual who, who is there but not as the headteacher. So hopefully they see that actually when we are sitting in the staffroom and an issue arises, for instance, that class are too noisy leaving the building. We don't have to go to [headteacher's own name] and say 'should we do whatever?'. You know, we talk about it together and support each other and we make sure it happens.

Third Interview Vignette (viii)

'Cause when I first came in school it was just, you could see the potential that was in here, you know it was huge. And it still is. But it was just all kind of locked down, you know. It was like, it was like walking in at the eighties, that's what it reminded me of, you know. But some fab, fab teachers.

Third Interview Vignette (ix)

...you know, you would assume because most of the classroom assistants are attached to a teacher. So you would think the teacher would be saying 'right we're, we're trying out a new plan in this' or, you know, and you just wonder if they're just not communicating at that level with them, you know. ... Hmmm, not the staff meetings 'cause they don't work at those points. But they come to in-service and that kind of thing. But...not at staff meetings.

Third Interview Vignette (x)

...it's about role and it's about, who you're interacting with and it's about the dynamics of the group rather than just activities and (pause) problem solving in the job you're in.

Third Interview Vignette (xi)

Even though I get told not to, I certainly do yeah. Every headteachers' meeting you get 'now don't upward delegate to us', you know. ... oh poor [Director of Education's name] [laughs]. Who does he upward delegate to?

Third Interview Vignette (xii)

There was a cloakroom issue at the beginning of the session 'cause we've got a lot of children sharing one very small cloakroom. And I think what they wanted me to do was come up with the process of 'and primary six will line up here' and, you know, and I said, 'get together, work it out, train your kids', you know. And that one strong member of staff did come back to me twice 'cause she really did want me to make, you know, but what they do also is they come with their view. ... but I'm very wary of those members of staff who, who don't say anything and then turn around and say 'I wasn't listened to', you know. Well actually, you would have been listened to, you just didn't talk. And I've had that discussion out loud now. But that used to just be a thought in my head, you know. Don't sit there moaning when you've not said anything, sort of thing, you know.

Third Interview Vignette (xiii)

...there's nobody in the staff that I could think of that hasn't had something that they've been involved in.

Third Interview Vignette (xiv)

...there are some teachers who don't. And there are some teachers who engage all the time. But there is this group ... that you know would never ever go for a leadership role. Would never go for promotion or, you know, they are just really happy where they are.

Third Interview Vignette (xv)

...the core of the staff that's always here are really the ones that are, you know, doing an awful lot of the work, you know. ... And how that's going to make the other members of staff feel eventually? ... And I would hate in a few years time for, you know, that group of teachers to not want to do it because it's always them. ... Comments like the, you know, somebody more than is required of them. ... Yeah some members rarely do, you know.

Third Interview Vignette (xvi)

I felt though in reading the comments there was a little bit of, I don't know if it's one person or a few from my comments, I've just, I'm just letting you know that I do my fair share. Do you know what I mean? Did you get that feeling? I didn't know. I'm just letting you know here that there might be some people who don't, you know. ... I mean there does seem to be a feeling that some staff volunteer more than others perhaps.

Third Interview Vignette (xvii)

Do you know that, that could come from me inadvertently because probably from day one when we did all our values and visions stuff together, I was putting a real emphasis on, you know, 'cause we had to do stuff for HMI and that kind of thing. And we were writing the monitoring policy for example. And I put a real emphasis on, you know, everything has to be focused on learning and teaching. That's, that's where our focus for the school should be. So maybe they are actually doing what I want them to do.

Third Interview Vignette (xviii)

And it is interesting because, em, just because of the way the job has gone over the year for teachers. They don't take any responsibility for what happens beyond the classroom, you know. In a way that maybe we used to do before McCrone and all that stuff, you know. If they are in the dinner hall having their lunch they're having their lunch because they don't do pupil supervision at that point. So, so maybe at that point when their influence is removed (pause) you know, they aren't a leader in that position, it's removed.

Third Interview Vignette (xix)

Two [members of support staff] disagreed, you know. And I certainly can't think of a time when any of the support staff come with an idea that hasn't been a good one. So that, you know, there's, there's somebody out there who's feeling that at times they don't get, I don't know, they don't get to be leaderly. They have ideas and that's not happened sort of thing. ... It could be in a classroom.

Third Interview Vignette (xx)

I think one of the things that I saw when I read it ... it's about policies from outside. It's about, I mean when I was reading it, you know, there are times when I play that I, I do play that card and go 'look we've been asked to do this, you know' [laughs], because I know it's something that's really quite difficult, you know. And [pause] I might not get it passed through easily, you know. So I almost, you know, I'm almost asking for their support to get it done. And I can see that in their, in their responses which when you read what other people say, you know, it's about the finance, it's about the policies, you know. And these are all things that I think even headteachers go 'look I have no control over this, you know. It's a management thing. We'll get it done'. So I'm probably guilty of perpetuating that and the culture of it in the school.

Third Interview Vignette (xxi)

So they're saying management as a person aren't they? ... Aha, management deals with outside, ask the management [laughs]. ... , leadership deals with the inside

Third Interview Vignette (xxii)

She was behaving like 'the management' aha.

Third Interview Vignette (xxiii)

The management. I'd like to know who that is. It's like the office, who's the office [laughs]?

Third Interview Vignette (xxiv)

'Management is available to support and nurture. They want us to be our own leaders.' That's, that was really nice, 'in the classroom and give us the confidence to do that'.

Third Interview Vignette (xxv)

You know, and the one thing I would like them to stop saying is 'the management' though. 'Cause that to me goes right back to the fact that, again with the double culture thing, you know. Yes I'm allowed to do everything eh, but management. Do you know, it just doesn't, and I've never called myself that or I've never used the term. ... I mean that must be how they refer to me and [DHT's name] when they're in the staffroom. 'We'll go and ask the management', I can see them doing that.

Third Interview Vignette (xxvi)

Because they can clearly say, you know, you are the headteacher, you are the manager. It's the role we've got so over to you. ... [When] they need somebody to make the difficult decisions we call that management. ... And I don't think it would matter if it was me or, it's just whoever's in that job. It's just, and again that, that's the way the staff, animal or beast sort of thing, works. And that's the bit that I really want not to be like that.

Third Interview Vignette (xxvii)

you know, there are times when I play that I, I do play that card and go 'look we've been asked to do this, you know' [laughs], because I know it's something that's really quite difficult, you know. And [pause] I might not get it passed through easily, you know. So I almost, you know, I'm almost asking for their support to get it done. And I can see that in their, in their responses which when you read what other people say, you know, it's about the finance, it's about the policies, you know. And these are all things that I think even headteachers go 'look I have no control over this, you know. It's a management thing. We'll get it done'. So I'm probably guilty of perpetuating that and the culture of it in the school. ... 'cause there are times when it's really much easier ... so there are times when it's both ways. ... And as

long as that carries on, the culture is there. The teachers are always going to do it as well. ... But then there are times when my EO does it, you know. But that's, we've been asked to do this or the council's really wanting this or, you know...

Third Interview Vignette (xxviii)

I suppose really it doesn't really. It's, we'll be responsible when we want to be. And then we will defer to someone else when we feel that it should be them rather than us. But then is that not just reality? It is actually, you know, there are some things that really the teachers aren't ultimately responsible for. And there are things that um, my EO's ultimately responsible for that I'm not. So maybe that's just the way it is. That's just life, you know, and distributed leadership works within that structure. ... The fact that some things are the responsibility of a post or a whole, you know, rather than [pause] everybody's responsibility. You know, I think, I don't think you would want to change that. 'Cause it might become really confusing and difficult to deal with.

Third Interview Vignette (xxix)

I don't know. [Pause] But they might not see them the way I see them though. They don't see, you know, that the great work that [S3] does on an individual basis. For instance, you know, with the host child. [S3] makes all the decisions for that boy. And (pause) there was an incident. I would never ever, 'cause [S3] is so skilled at behaviour management. And I would never ever say if the little boy was having a, a tantrum, I would never go into a room. I would wait until I was asked, if [S3] needed help I know she will come and ask me. Whereas I do see teachers jumping in. So they might not view [S3] as the skilled individual in that situation. And there was a situation when I was out of the building one day. And it did upset [S3]. And it was a, a really well meaning member of staff who just did it all wrong. ... So are they giving their power up to the teachers or are the teachers taking it from them, I don't know? ... to me they are leaders and they are (pause) competent, you know, at whatever, what, whatever I give them to do or, or whatever they see in front of them. And I don't know how a teacher might think of that. I don't know.

Third Interview Vignette (xxx)

...when I first came along, they really were, you know they were bringing kids to me. And they weren't dealing (pause) and I could never have left the dinner hall for instance. Whereas I rarely go near it now, you know. It just runs, runs with the support staff. Whereas it wouldn't have before and if anything went wrong they wouldn't have done anything about it.

Third Interview Vignette (xxxi)

...there's a whole cultural bit there about leadership (pause) that isn't in my head really, you know. ... But actually it's almost like two cultures running alongside each other, isn't it? ... And although yeah I can look at the staff and say 'oh there's distributed leadership there', there's this little bit of a culture that I really have to, or somebody's going to have to address.

Third Interview Vignette (xxxii)

...it looks like the teachers are probably more leaderly than the support staff. But I don't think that's true. ... in my staff I found the support staff were (pause) you know, in their own roles, really quite leaderly. ... as the headteacher you have a really different relationship with your support staff.

Third Interview Vignette (xxxiii)

So the support staff are kind of split down the middle. And I wonder if that's why we've got this, you know, core of agreement in the support staff but this core of disagreement as well because of their views of whether they play a leadership role or not. It's maybe just their view? ... so that could be down to role... Or professional standing. ... Actually maybe that's it, I never actually connected (pause) um, the leadership role that the support staff, the three support staff are there. And they are talking about care and welfare of children. And they are talking about supervision of children in non-teaching areas. And one-to-one support for children. So it is basically their, in their little role. You know, in their little remit they do feel that they've got leadership. I haven't actually connected that before. ... It's in their activities with the children. It's when I see them just getting on with the job, you know.

So I wonder if that's why we've got a lot of the support staff doing, or a few of them doing neither disagree or agree because well sometimes it does and sometimes it doesn't so well we'll go for that box there.

Third Interview Vignette (xxxiv)

...my view of them is that when they're, when they're in their job, in their zone, you know, in many ways they have less input from me than the teachers do. ... in lots of ways, you know, when things need done, you know, I would always go to my support staff. You know, 'cause it, you just know they'll just get that done, you know. ... I don't know if I ever said it to them. You know, I've maybe never said 'look the reason I ask you is 'cause I know, you know, that you'll get it done without me having to tell you how to do it'. You know, for instance with [S4] if you just say 'this is what I'm thinking, I wouldn't mind that, it needs to work like this', she'll go away and she'll just do it, you know. You know, we don't have to have a meeting about it or [laughed] it just gets done. ... And I think sometimes it, as the headteacher you have a really different relationship with your support staff. It's kind of a closer, I always think it's a closer one than with your teaching staff. You know, 'cause you are like, you meet beyond the classroom more. So you have this, you know. So maybe it, maybe they, maybe they just don't see themselves as, maybe they don't understand what leadership is, I don't know. They might not. Maybe they've never thought about it before [laughed].

Third Interview Vignette (xxxv)

...they're clearly not the leader in the class. You know they (pause) I suppose they just aren't. You know, the teacher makes the decisions. The teacher knows who needs an extra reading that day or whatever. So they are carrying out a function for the teachers. ... It's quite, it is like, it is more complex for support staff than teachers

'cause the teachers' the teacher. ... And that I've not thought about, really. I wouldn't say I've actually thought about that...

Third Interview Vignette (xxxvi)

I just really do see now which and I didn't before the, the two different, and, you know, in a way it just must be really, I mean the support staff are almost playing a, an acting role isn't it. So I'm like 'right I'm going to behave like that there and I'm going to', and I'm sure it varies from class to class for them, you know. Better behave like that here, better behave like that there. ... There's five [members of support staff] neither agreeing or disagreeing. Because in a classroom would they question the policy [of] the teacher's? Whereas in the playground their views are actively sought or, you know, the dinner hall or, you know, the wet playtime routines.

Third Interview Vignette (xxxvii)

Again the language changes, doesn't it, when they are talking about that. You don't get the feeling of our children and our, the ownership is completely gone isn't it, 'cause it's the management.

Third Interview Vignette (xxxviii)

[SMT] are responsible for the smooth running of the school. That's interesting and accountable. ... But [teachers] are responsible for leading the learning and people experience. That's a nice place to lead isn't it. ... Responsibility lies with the management [laughs]

Third Interview Vignette (xxxix)

I just feel that they're having a completely different experience at work than the teachers are. ... So I, I think that would be a really good thing to tease out how they feel around the school and ... in the classroom. And does it vary depending which classroom you are in. That would be [laughed] really interesting. ... I wondered if it was down to what they perceive their job as. So, 'well I don't, I don't do leadership' or whatever. But certainly when I see, you know, the likes of [S3] and [S2] and co, they just, they get on and they get the job done... And I, I mean the support staff never grumble about the teachers. But they'll say little things, I mean, you know, I know the teachers that they find difficult to work with. You know, not difficult but maybe the teachers that will, I suppose it's not giving them the freedom. It's like 'you will do this' sort of thing. So maybe then they get, you know, a perception that they are not the leader, it's the teacher that's the leader. Whereas I just feel when I work with them, they just seem a lot more, I think mature's the word [laughs], you know. Almost like, you know, just, you know, like a mum is at home and you just get on with it and you don't, you don't answer to anybody or whatever. But then I don't know what the, you know, what the one to one relationship is in the class. 'Cause I don't see, you know, if I go in the dynamic changes again. So I never ever see that, you know, teacher speaking in a certain way to a member of staff. I know, I know it goes on but I never get to see it.

Third Interview Vignette (xli)

Maybe my perception of younger teachers needs to change. Is that, I said it on more than one occasion, you know, 'younger temporary teachers not so strong', you know. But if I'm going in there with that view and I'm maybe focusing, you know, the distributed leadership in one direction rather than not so strong, you know [laughs]. Which when I saw it written down seemed a bit, a bit harsh.

Third Interview Vignette (xlii)

I just thought [the feedback from the 360° questionnaire] was really positive. But I could see my influence in it, you know. You know, from the, the outside in bits and the, you know, and it's interesting that some people think there isn't a hierarchy in the school or a person [laughed]. ... the more I've gone through the project with you the more I've seen the two different, and you think, sometimes you support the bit you don't want to see by the way you behave, you know. And it's about maybe being a bit braver and not saying 'well the council are wanting us to do this' or, you know, 'here it is again, the tracker is needing updated', you know. ... And it's just a nice place to be if you are a teacher isn't it. ... I'll just let 'the management' do that. I'm going to track this person down and give all of my stuff to him, whoever he is.

Appendix 4c: Case Study 3

Fourth Interview Vignettes

Fourth Interview Vignette (i)

I actually, on a day-to-day basis, see more people going to [DHT's name]. ... I thought that most people would have connected with [DHT's name]. ... I just thought it would have been about the same aha because [pause] I just see people, you know. But unless people are coming to me and actually going to [DHT's name] 'cause I'm doing something else, I don't know. And not really thinking 'I would go to [DHT's name] first'. I just thought that all the teachers would have said they went to [DHT's name] 'cause I see that in the school.

Fourth Interview Vignette (ii)

'Cause I would have thought for curricular matters that [S7] would have been. Because she has quite a high role in ensuring that the [specialist provision class] children receive the correct curriculum. Yet she's out on a limb there. But actually that shows a nice little team with the support assistants and the speech and language therapists. [S1, S6, T3, T14] they are a team in the school, you can see it. ... [S7] would be in there but she's not really referred to there. ... But certainly she doesn't seem to be perceived as a leader... within curriculum. ... But basically the [specialist provision] team are saying that they never approached [S7] for any curricular matters. ... Well I know because of her personality but I mean I still think they would seek advice. ... I find it surprising on a professional level

Fourth Interview Vignette (iii)

... maybe where some of the anomalies come through 'cause you think for instance, [T10], you see [T10]'s talking all the time. But maybe they're not asking [for advice and support], you know.

Fourth Interview Vignette (iv)

S1, [S1's name], support assistant [specialist provision class]. I thought that was quite interesting. Because I would have thought, again, just because of her role in the school and the fact that we've got [specialist provision] children in every class that again, she might have had more. So again I see her doing a lot of chatting around the school to staff. And she's got quite an influential role in the school. So, well she really knows her stuff. And she just seemed to be, what was it, three yeah. Although two of them are, are thick lines and one's a thin line. And that one there is her colleague in the class. Yeah so I would have thought that would have been a mutual because one has got more upper experience, one has got more infant experience but they are working across the class. But that's not a mutual. So I thought that was interesting. But then it may just be that [S1] didn't consider...[S6], I don't know.

Fourth Interview Vignette (v)

Depute Head	Well, see that T8 returned to T5, and from S3.
Headteacher	[S3, T5 and T8]
Depute Head	I wouldn't say that was likeliest.
Headteacher	Nor would I, no.
Depute Head	Which way is it going?
Headteacher	It's going from [pause] [S3] to...
Depute Head	Hmmm that's odd. [Pause] That is unusual.
Interviewer	What is odd?
Headteacher	I wouldn't have thought about that.
Depute Head	It's an unusual finding as far as we're concerned.
Headteacher	Hmmm.
Interviewer	What's unexpected? 'Cause I can check it, just in case there's a mistake.
Headteacher	Because [S3] is such a skilled...
Depute Head	S3 going to T8.
Interviewer	Okay.
Headteacher	There's no connection with children there. Hmmm.
Depute Head	No that's, that's odd.
Interviewer	Okay well I'll double check that just in case. [Checked and confirmed as correct]

Fourth Interview Vignette (vi)

The depute observed:

I would say there's only probably one friendship in the staff. ... There's relationships but there's no friendships that I would say would be strong outside the school. ... So very much that the friendships or the relationships that are mirrored there are professional relationships.

To which the headteacher agreed:

Mmhmm, they are not friends. ...they are colleagues.

Fourth Interview Vignette (vii)

Because you know when you work with a stage partner you do over the year become quite close. But then the following year if you then work with a different stage partner you become particularly close to them.

Fourth Interview Vignette (viii)

Because [T19]'s the LS teacher and when you consider all that we did with the LS policy which she was involved with, she's still remained out on a limb. And she's involved with all of those teachers, planning meetings every term. Reviews every term. Yet that's not coming through. ... [T19 and the Business manager] just not featuring at all. And I don't think that would be any different next year.

Fourth Interview Vignette (ix)

...hmmm the support staff yeah and then see them isolated or would appear to be isolated but just, it might be that like the teacher that I feel this is not her main priority maybe this just, this is where I get my money, you know, I'm out.

Fourth Interview Vignette (x)

The depute suggested to the headteacher:

But would that be something that would be useful as PRD? You know, like you are not obviously gonnae show them [the sociogrames] but it's certainly useful for discussion. Maybe the support staff do feel isolated.

Appendix 4d: Case Study 3
Extracts From 360° Questionnaire Analysis Data

360° Questionnaire Analysis Data (1a)

Exemplified by those relating to **distinctions between 'leadership and management'**: One teacher responded, "management make the final decisions particularly on policies and ethos", while another teacher responded, "management have main vision for school and drive forward main initiatives".

360° Questionnaire Analysis Data (1b)

Exemplified in the following teacher's comment, "HT and DHT are responsible for the smooth running of the school and accountable to LA but we are all responsible for leading the learning and pupil experience". Perhaps the following teacher's comment best illustrates how the structured hierarchy was perceived as facilitating a distributed perspective: "Staff take leadership through working parties and do this confidently with management support but ultimately responsibility lies with the management". One member of support staff directly involved in supporting pupil learning also responded, "staff are encouraged to be involved in many types of decision making".

360° Questionnaire Analysis Data (1c)

When asked within the 360° questionnaire if **staff are well supported when they do take on a leadership role**, the responses varied. Three teachers and the depute strongly agreed while three members of support staff directly involved in supporting pupil learning and eight teachers agreed with that statement. Two teachers neither agreed nor disagreed while three members of support staff directly involved in supporting pupil learning disagreed. The comments provided to illuminate the teachers positive responses were:

- "I am supported in the decisions I make for the nursery."
- "Support from HT & DHT is evident."
- "Management team very supportive and encouragement."
- "There is no blame culture here – we all make mistakes and learn from them."

So too was the comment provided by the depute:

- I believe so because those who do take on leadership roles continue with them or support others/ progress onto new roles etc.

Unfortunately, none of the support staff provided an illuminating comment.

360° Questionnaire Analysis Data (1d)

Two teachers and the depute strongly agreed, while two members of support staff directly involved in supporting pupil learning and seven class teachers agreed that **staff at any stage in their career assume leadership roles**. One member of support staff directly involved in supporting pupil learning and four teachers neither

agreed nor disagreed with that statement, while three members of support staff directly involved in supporting pupil learning disagreed. One comment was provided by a teacher to illuminate their response:

- “As a probationer I feel I have had a highly autonomous experience as a class teacher – I have felt as if I am a full time member of staff.”

The depute also provided a comment to illuminate her response:

- “Younger teachers are encouraged in order to increase their confidence and skills. When involved in leadership activities/roles more experienced teachers blossom!!”

360° Questionnaire Analysis Data (1e)

Two members of support staff directly involved in supporting pupil learning, four teachers and the depute strongly agreed, while three members of support staff directly involved in supporting pupil learning and seven teachers agreed with that **leaders do not necessarily have an officially designated title within the school**. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed, whilst one teacher disagreed with that statement. The comments provided by teachers were equally varied:

- “Some do.”
- “Depends on remit.”
- “Working groups don’t tend to have appointed leaders – we share out roles as we need to.”

360° Questionnaire Analysis Data (1f)

Within the 360° questionnaire responses, three members of support staff directly involved in supporting pupil learning, ten teachers and the depute strongly agreed, while one member of support staff directly involved in supporting pupil learning and three teachers agreed that **staff share responsibility for improving the school**. Two members of support staff directly involved in supporting pupil learning neither agreed nor disagreed with that statement. Four teachers provided a comment to illuminate their response:

- “Staff are involved in school development initiatives.”
- “All take part in SIP discussions.”
- “All staff work together to improve the school. It is a common aim to improve for the benefit of the children.”
- “We need to be careful to include support staff in discussions/decisions – sometimes they are overlooked.”

The depute commented:

- “I believe all staff feel they are part of a school improvement team.”

360° Questionnaire Analysis Data (1g)

Two teachers and the depute strongly agreed, while six members of support staff directly involved in supporting pupil learning and nine teachers agreed that **staff play an active role in committees and groups charged with making important decisions**. Two teachers neither agreed or disagreed with that statement. One teacher commented:

- “Not all staff – we could develop further.”

360° Questionnaire Analysis Data (1h)

Five teachers and the depute strongly agreed, while four members of support staff directly involved in supporting pupil learning and four teachers agreed that **staff in a variety of roles have a leadership position within the school**. Two members of support staff directly involved in supporting pupil learning and four teachers neither agreed nor disagreed with that statement. Both comments provided by teachers made reference to the work of working parties.

360° Questionnaire Analysis Data (1i)

One member of support staff directly involved in supporting pupil learning and five teachers strongly agreed, while four members of support staff directly involved in supporting pupil learning and three teachers agreed that **staff are supported when they have used their initiative to intervene when they feel this is necessary, even when the outcome proves problematic**. One member of support staff directly involved in supporting pupil learning and five teachers neither agreed nor disagreed with that statement. Three teachers provided comments to illuminate their responses:

- “Nursery staff are supported by me and we always discuss any issues.”
- “Always feel supported.”
- “It’s all part of the learning experience – HT is very supportive even when things go wrong.”

360° Questionnaire Analysis Data (1j)

Two members of support staff directly involved in supporting pupil learning, eight teachers and the depute agreed, while one member of support staff directly involved in supporting pupil learning and four teachers strongly agreed that **staff communicated effectively with each other in the school**. Three members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement.

360° Questionnaire Analysis Data (1k)

One member of support staff directly involved in supporting pupil learning, nine teachers and the depute agreed, while one member of support staff directly involved in supporting pupil learning and three teachers strongly agreed that **staff consulted effectively with each other on new initiatives**. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed, while three members of support staff directly involved in supporting pupil learning disagreed with that statement.

360° Questionnaire Analysis Data (1l)

The depute and three teachers strongly agreed while four members of support staff directly involved in supporting pupil learning and nine teachers agreed that **there were clear benefits from having more than one leader in the school**. One member of support staff directly involved in supporting pupil learning and one

teacher neither agreed nor disagreed, while one member of support staff directly involved in supporting pupil learning disagreed with that statement. Six teachers provided comments to illuminate their response:

- “A lot gets done!”
- “Shares workload, moves school forward, develops staff.”
- “A variety of feedback.”
- “A range of initiatives and views make for a more diverse outcome.”
- “Only if roles are clear and one person makes the decisions for that specific area.”
- “Communication is key – we don’t always get this right.”

The depute also provided the following comment:

- “From a management perspective DEFINITELY! Although there have been a number of occasions when senior management members have had to straighten out a few difficult situations.”

360° Questionnaire Analysis Data (1m)

The depute expressed the view that:

- I hope and believe I contribute to the high standards of education we provide to our pupils. I help the school community to be the excellent, positive and welcoming body it is.

While three members of support staff directly involved in supporting pupil learning expressed the view that:

- Helps in classrooms, assists children with extra help when needed.
- Allows smooth running of areas in school without the need for teachers to be present in those areas.
- Help to keep a calm and safe environment.

And all thirteen teachers provided comments to illustrate their responses, ranging from not feeling that their leadership had an impact at all, to feeling that it had considerable impact, ranging from the specific to the more wide ranging:

- N/A
- Not really although links to other classes.
- Not really although we are asked to deal with queries from other schools.
- Non for this leadership role, but personally it has benefited me which will impact on my role in school next session.
- Nursery staff often approach me for guidance about day to day running of nursery, curricular matters, dealing with parents etc.
- I was able to identify a need for more diversity (ethnic/disability) in the range of books in the school library.
- Improves attainment and learning in school with support from colleagues.
- Both are very important. Enterprise is embedded in our learning and teaching and our new learning log is being reviewed Fife wide.
- Childs development and parental relationships. CPD feedback to others, active days for parents to be involved in.
- Improves the learning of pupils.
- It has enabled me to get a broader picture of what happens and to help plug any gaps which have been noticed in the school development.
- Staff all pull together, help one another. Very positive atmosphere.

- I feel that all teachers at school show leadership and have the confidence to go with ideas and have the knowledge that they will be supported by management.

360° Questionnaire Analysis Data (1n)

Only the depute strongly agreed, while two members of support staff directly involved in supporting pupil learning and six teachers agreed with that **all staff are willing to take on a leadership role**. One member of support staff directly involved in supporting pupil learning and four teachers neither agreed nor disagreed with that statement, while three members of support staff directly involved in supporting pupil learning and three teachers disagreed. The depute provided a comment to illuminate her response:

- “One or two staff need more support and encouragement to do so but would not refuse.”

Three teachers provided comments to illuminate their response:

- Can be informally and staff know each others strengths and will suggest roles to each other.
- Often it is the same people who volunteer or undertake curriculum development. Some members of staff rarely do.
- *To some the concept is a new one but everyone is dipping their toes in the water to some extent.*

360° Questionnaire Analysis Data (1o)

One member of support staff directly involved in supporting pupil learning, three teachers and the depute strongly agreed, while two members of support staff directly involved in supporting pupil learning and six teachers agreed that **staff are empowered when they do take on a leadership role**. Two members of support staff directly involved in supporting pupil learning and four teachers neither agreed nor disagreed with that statement, while one member of support staff directly involved in supporting pupil learning disagreed. The three comments provided by teachers reflected that mixed response:

- “Management give ownership.”
- “Can depend on individuals perception of how they have performed.”
- “Sometimes pressure on resources makes things frustrating.”

The depute also provided a comment to illuminate her response:

- “Staff have a real experience and are generally free to make decisions/select organisational strategies/present info to others.”

360° Questionnaire Analysis Data (1p)

Six teachers strongly agreed, while three members of support staff directly involved in supporting pupil learning, six teachers and the depute agreed that **staff were actively engaged in decision making processes within the school**. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed, while two members of support staff directly involved in supporting pupil learning disagreed with that statement. Two comments were provided to illuminate responses, first by a teacher and second by the depute:

- “More staff input on buying resources before purchase would be helpful. We end up with things we don’t need.”
- “All staff relevant to the situation are consulted – although at times the decisions have already been made.”

360° Questionnaire Analysis Data (1q)

Four teachers and the depute strongly agreed, while two members of support staff directly involved in supporting pupil learning and five teachers agreed that **staff question established rules, procedures and practices within the school**. One member of support staff directly involved in supporting pupil learning and four teachers neither agreed nor disagreed, while three members of support staff directly involved in supporting pupil learning disagreed with that statement. Three comments were provided to illuminate responses, the first two by teachers and the third by the depute:

- “Some staff.”
- “Yes! School is open to new ideas and we can challenge the status quo if need be.”
- “Staff can voice their opinions without fear of retribution or ridicule.”

360° Questionnaire Analysis Data (1r)

Five teachers and the depute strongly agreed, while one member of support staff directly involved in supporting pupil learning and seven teachers agreed that **staff critically evaluate school policy**. Five members of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. Four comments were provided to illuminate responses, the first three by teachers and the fourth by the depute:

- “Some policies need overhauled as we don’t use them e.g, homework, behaviour.”
- “When asked in discussion groups/meetings etc.”
- “Through development plan.”
- “Staff are skilled at self evaluation and encouraged to comment on school policies – they have devised them in the first place!”

360° Questionnaire Analysis Data (1s)

Four teachers strongly agreed, while two members of support staff directly involved in supporting pupil learning and seven teachers agreed that **there was a shared sense of accountability for what goes well and for what goes wrong** within the school. One member of support staff directly involved in supporting pupil learning, two teachers and the depute neither agreed nor disagreed with that statement. Three members of support staff directly involved in supporting pupil learning disagreed with that statement. Four comments were provided to illuminate responses, the first three by teachers and the fourth by the depute:

- “In nursery, we will discuss what happened and if we can change our practice to improve things, we celebrate success.”
- “Shared at Inset, staff meetings especially when reviewing the development plan.”
- “We do like to blame the LA. Not everything is within our gift!”

- “Not so certain that all staff accept responsibility when things go wrong.”

360° Questionnaire Analysis Data (1t)

Within the 360° questionnaire responses, three members of support staff directly involved in supporting pupil learning and eight class teachers strongly agreed, while two members of support staff directly involved in supporting pupil learning, four teachers and the depute agreed that **staff regularly suggest ideas for improving what happens within the school**. One member of support staff directly involved in supporting pupil learning and one teacher neither agreed nor disagreed with that statement. Three comments were provided by teachers to illuminate their responses:

- “This is a strong aspect of our school.”
- “However we are aware of initiative overload.”
- “Staff’s views are taken into account in regular staff meetings i.e. how to run the houses and ways of collecting points etc, working parties.”

The depute also provided a comment to illuminate her response:

- “Although staff meetings/discussions regularly happen –perhaps more could be done to further develop this.”

360° Questionnaire Analysis Data (1u)

Four class teachers and the depute strongly agreed, while four members of support staff directly involved in supporting pupil learning and six teachers agreed that **staff regularly propose and implement new ways of doing things** across the school. Two members of support staff directly involved in supporting pupil learning and three teachers neither agreed nor disagreed with that statement. Three comments were provided by teachers to illuminate their responses:

- “Culture in school encourages this. Headteacher gives freedom to do this regularly.”
- “Learning logs, new resources, IT development.”
- “Teachers try out new things in their classes all the time.”

The depute also provided a comment to illuminate her response:

- “PLP → PLL W.P for example!”

360° Questionnaire Analysis Data (1v)

Only one teacher strongly agreed, while two members of support staff directly involved in supporting pupil learning, ten teachers and the depute agreed that **when staff proposed new ways of doing things, those ideas were then implemented**. Two members of support staff directly involved in supporting pupil learning and two teachers neither agreed nor disagreed, while two members of support staff directly involved in supporting pupil learning disagreed with that statement. Five comments were provided to illuminate the teacher responses:

- “This happens quite often.”
- “Yes on the whole.”
- “Usually discussed as a staff first to change [what] happens with staff agreement, not done to them.”

- “Once discussed and agreed upon.”
- “We now have learning logs instead of PLPs to record children’s progress – this came from the PLP working party.”
- “We share successes.”

In contrast, the comment provided by the depute was more guarded:

- “Generally yes – although with adaptations at times. Not all staff see THE BIG PICTURE.”

360° Questionnaire Analysis Data (1w)

One member of support staff directly involved in supporting pupil learning and five teachers strongly agreed, while one member of support staff directly involved in supporting pupil learning, five teachers and the depute agreed that **staff use their initiative to intervene when they feel this is necessary in the school**. Four members of support staff directly involved in supporting pupil learning and three teachers neither agreed nor disagreed with that statement. Two comments were provided by teachers to illuminate their responses:

- “Some staff.”
- “In nursery, this happens regularly.”

360° Questionnaire Analysis Data (1x)

Five teachers and the depute strongly agreed, while three members of support staff directly involved in supporting pupil learning and eight teachers agreed that **there was a sense of shared leadership among staff** within the school. One member of support staff directly involved in supporting pupil learning neither agreed nor disagreed while two members of support staff directly involved in supporting pupil learning disagreed with that statement. Two teachers provided a comment to illuminate their response although as will be discussed later, the first comment was not reflected in the data gathered:

- “There is no sense of ‘hierarchy’ amongst staff – all roles are valued.”
- “Staff are given the opportunity to engage in all manner of activities/ experiences. A number of staff do more than is required of them.”

The depute commented:

- “I feel all staff are very positive and confident in taking leadership opportunities.”

360° Questionnaire Analysis Data (1y)

Within the 360° questionnaire responses, both the headteacher and depute thought that staff perceived **a clear distinction between leadership and management**. Responses from all staff with the exception of three teachers indicated that they also perceived that distinction. Management was aligned to more functional and operational aspects. Management was also referred to in relation to: “things coming from out with school (regional)”; “outside the school” (x2); “outside matters”; “accountable to LA”; “for area managers”; “responsibility for regional policies being implemented”; “ultimately answerable to the council on school performance”; “compliance evidence for LA and HMI”. Management was referred to by three

teachers and four members of support staff in terms of people/roles and “the management”.

Leadership was aligned to strategic aspects, school improvement processes and individuals being given or taking on lead roles, mainly in relation to curriculum development, and learning and teaching initiatives. ‘Working party’ roles were specifically identified by a member of support staff directly involved in supporting pupil learning and by eight teachers. All six members of support staff directly involved in supporting pupil learning referred to leadership on a whole school rather than a classroom basis:

- Any form of leadership eg, taking responsibility in the playground or in your own role within the school.
- Roles within the school where one person is responsible for fulfilling that role e.g. eco-committee, pupil council, playground resources.
- Supervision of children in non-teaching areas eg, dinner hall.
- Individuals taking responsibility for areas of development.
- Being head of school, leading activities and developing ideas.
- For organisations within the school, eg, eco group, garden gang, problem busters.

360° Questionnaire Analysis Data (1z)

Six members of support staff, ten teachers and the depute agreed that **staff perceived a clear distinction between leadership roles and management responsibilities**. Three teachers disagreed with that statement. The six members of support staff felt:

- “Management deal with things coming from inside and outside the school we deal with the school internally.”
- ‘Management are responsible for the running of the school as a whole, leadership roles may be taken for areas within the school (using peoples’ skills to benefit school).’
- ‘Management deals with matters from inside and outside the school, leadership deals with inside matters.’
- ‘Staff are encouraged to be involved in many types of decision making.’
- ‘Leaders of groups. Headteacher and Depute.’
- ‘Management deals with outside matters from the region, leadership roles deals internally.’

While nine of the teachers felt:

- “Management make the final decisions particularly on policies and ethos.”
- “They lead initiatives or in specific areas, management is day to day running.”
- “They know that roles are connected to curriculum and passing on information.”
- “Staff can take responsibility for school/class decisions/working parties etc. This would be leadership roles. Management responsibilities are things coming from outwith school (regional) – paperwork policies, finance.”
- “Management have main vision for school and drive forward main initiatives.”
- “Leadership of working parties and school initiatives to introduce new practices; mentoring Probationers.”
- “Yes – working parties to look at specific areas and own class/child responsibilities.”

- “HT and DHT are responsible for the smooth running of the school and accountable to LA but we are all responsible for leading the learning and pupil experience.”
- “Staff take leadership through working parties and do this confidently with management support but ultimately responsibility lies with the management.”

360° Questionnaire Analysis Data (1zz)

Four teachers strongly agreed, while two members of support staff directly involved in supporting pupil learning and seven teachers agreed that **there was a shared sense of accountability for what goes well and for what goes wrong** within the school. One member of support staff directly involved in supporting pupil learning, two teachers and the depute neither agreed nor disagreed with that statement. Three members of support staff directly involved in supporting pupil learning disagreed with that statement. Four comments were provided to illuminate responses, the first three by teachers and the fourth by the depute:

- “In nursery, we will discuss what happened and if we can change our practice to improve things, we celebrate success.”
- “Shared at Inset, staff meetings especially when reviewing the development plan.”
- “We do like to blame the LA. Not everything is within our gift!”
- “Not so certain that all staff accept responsibility when things go wrong.”

Appendix 4e: Case Study 3

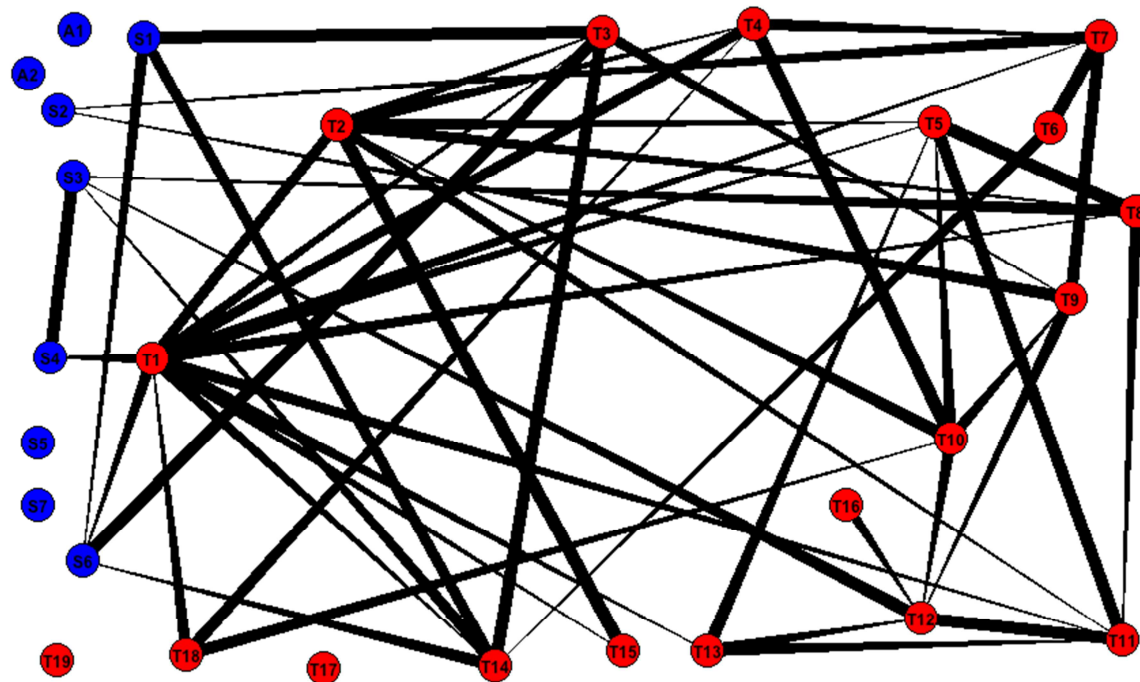
Headteacher Diary Extracts

1.1 Second Week's Diary Extract

This has been a very insightful week. I have been out of school on a fab course and able to reflect on a number of leadership issues. This has encouraged me further to examine my role in encouraging others to lead and be involved in activities to build distributed leadership. While away a member of staff who is starting SQH was in acting position as DHT off sick. She did a fab job and made decisions on the spot she also carrying a number of tasks including creating mini timetables etc... On reflection the biggest thing I learned was that although she was completely right in everything she did some members of staff found it difficult to accept her authority I was even called by one member of staff during the conference to let me know that she was finding the new leaders role different and not the same. I think there is something here about others accepting a change of leader and the official hierarchy that exists within school. I came back from course with a new vision and a real passion to move on inside out school improvement which requires strong distributed leadership to exist.

Appendix 4f: Case Study 3
Sociograms


Third School Sociogram: Curricular Matters



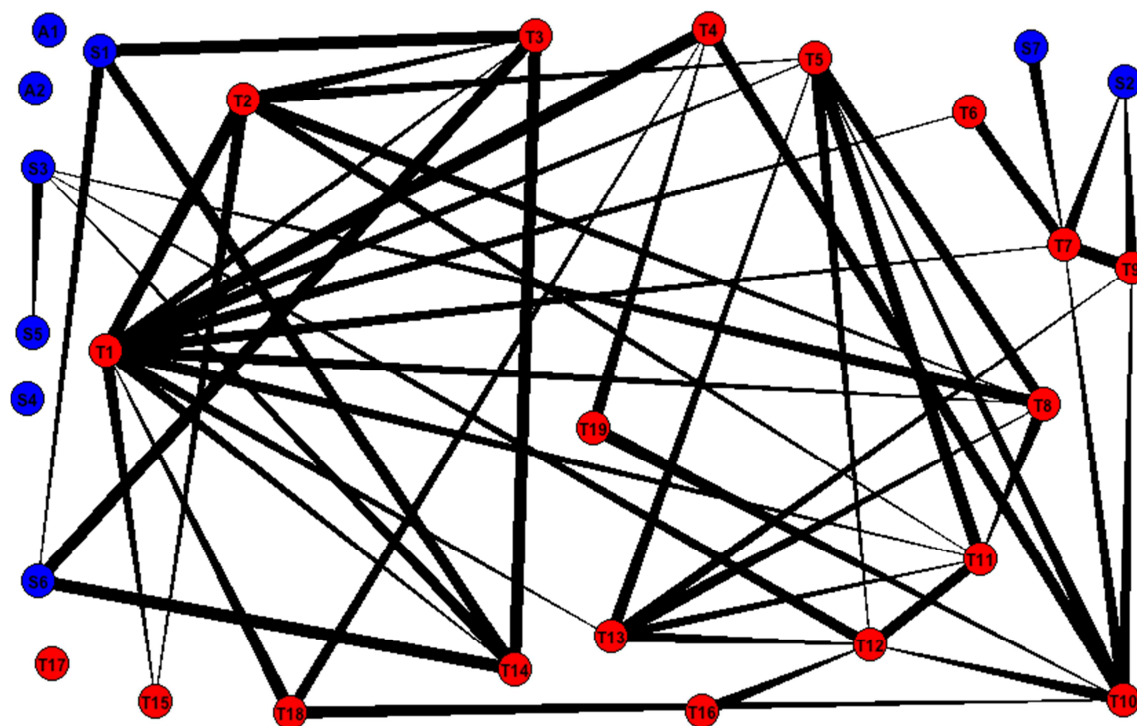
Key

T1: Headteacher
T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Third School Sociogram: Teaching, Learning and/or Assessment Matters



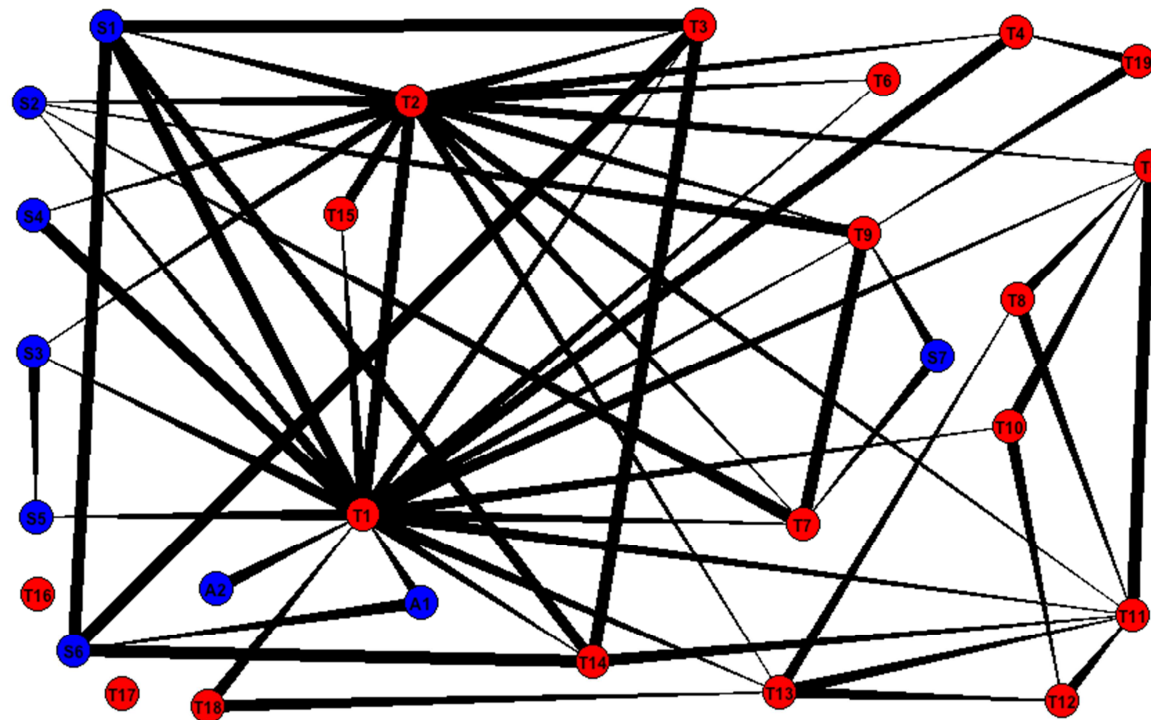
Key

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T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Third School Sociogram: Pupil Care, Welfare and/or Pastoral Concerns



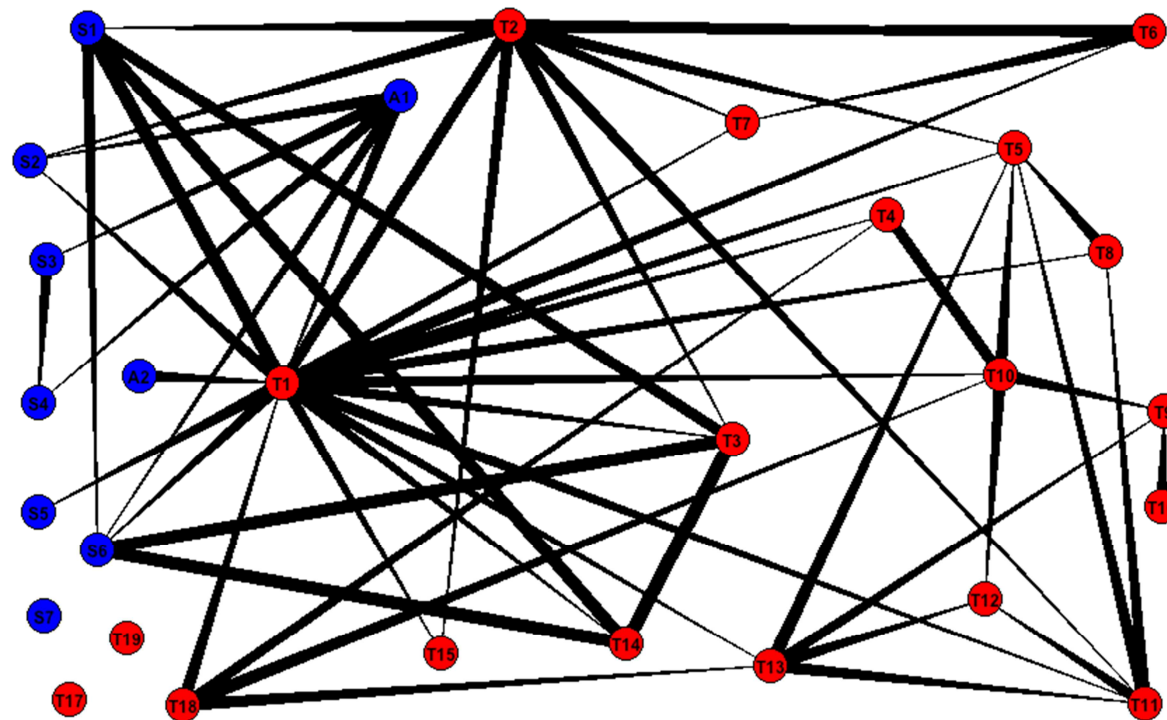
Key

T1: Headteacher
T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Third School Sociogram: Personal Concerns



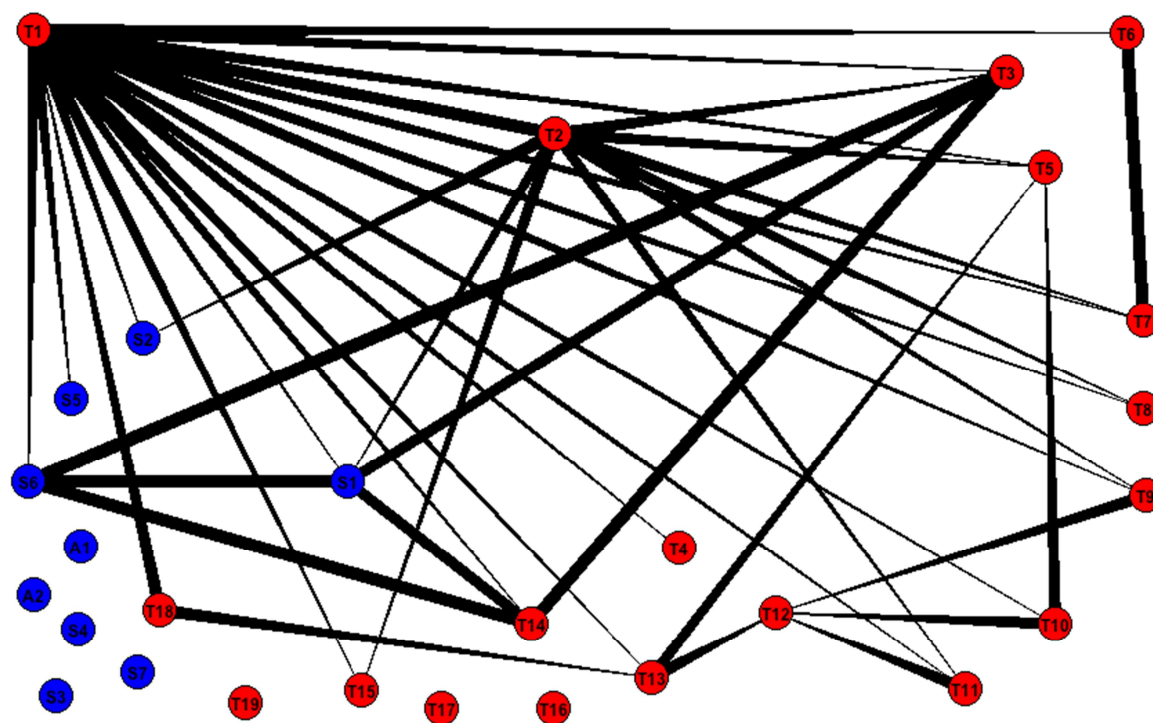
Key

T1: Headteacher
T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Third School Sociogram: Current Role and/or Career Development Matters



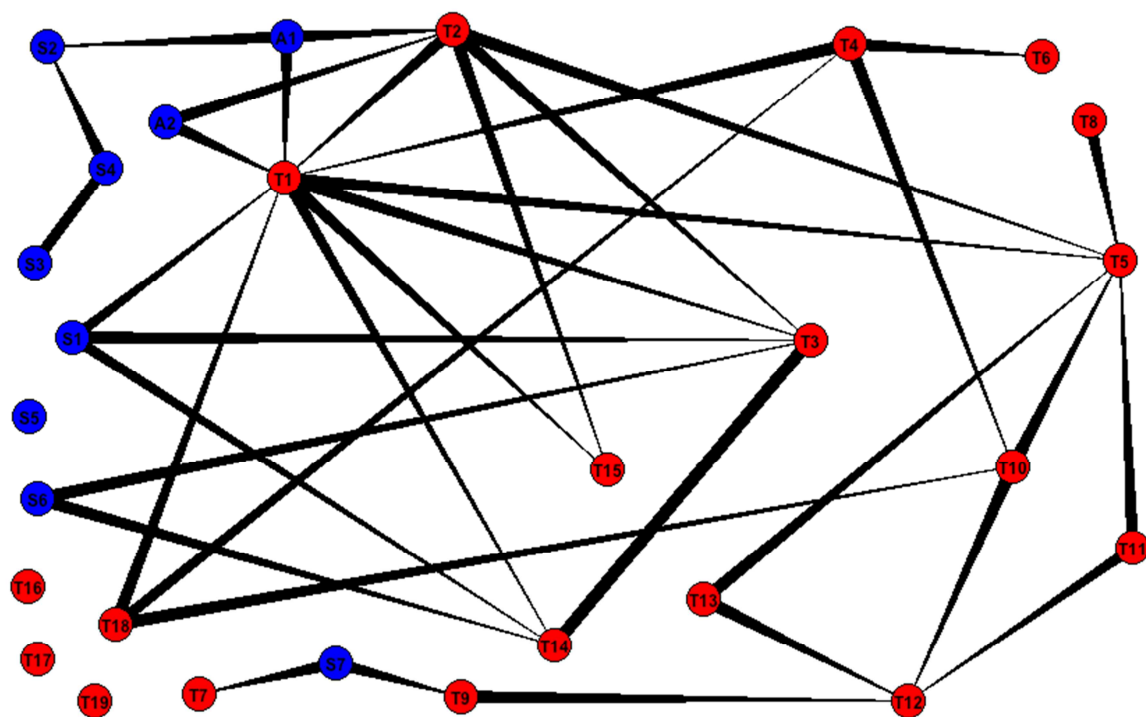
Key

T1: Headteacher
T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support


Third School Sociogram: Other



Key

T1: Headteacher
T2: Depute Headteacher
T3-T19: Class Teachers
S1-S7: Support Staff
A1-A2: Admin Staff

 A Reciprocal Relationship

 A One Way Relationship: the thick end illustrating the staff member regularly approached for advice and support